PERCOMEX S.A.

FULVIA TURCU VIOLETA NĂSTĂSESCU

ENGLEZA DE AFACERI

CURS INTENSIV

Editura URANUS

CENTRUL DE PERFECȚIONARE, CONSULTANȚĂ ȘI
MANAGEMENT PENTRU COMERȚ INTERNAȚIONAL
S.C. PERCOMEX S.A.

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București

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Notă asupra ediției,

"Engleza intensivă de afaceri" se adresează celor care doresc să învețe rapid limba engleză, cu deosebire limbajul economic și de afaceri, indiferent de formație sau preocupări. Lucrarea conține 66 lecții concepute și structurate astfel încât lexicul de profil și gramatica limbii engleze să poată fi însușite gradual și corect. La sfârșitul cărții este o listă a verbelor neregulate și un indice funcțional, gramatical și lexical.

Învățând primele 34 lecții, începătorul atinge un nivel intermediar, dobândind spontaneitate și autonomie în exprimarea orală și scrisă. Următoarele 32 lecții sunt destinate fixării și sistematizării cunoștințelor anterioare.

După parcurgerea celor 66 lecții, cursantul este deja capabil de o comunicare exactă și productivă în domeniul economic și de afaceri, având posibilitatea de a-și introduce în conversație propriile idei, gânduri, păreri, îndoieli etc. El este de acum pregătit să abordeze noțiunile și conceptele de specialitate și să acceadă la faza următoare - de expert.

Toate aceste performanțe sunt posibile dacă se ține seama de următoarele recomandări:

- Lecțiile trebuie studiate în ordinea dată, deoarece autorii au urmărit o introducere gradată a problemelor gramaticale și a lexicului, dezvoltând prin exerciții aptitudinile de înțelegere și comunicare (scris și citit);
- Predarea lexicului se face de către profesor prin repetări multiple ale cuvântului pentru a i se crea cursantului deprinderea de pronunțare corectă în engleză. Textul trebuie citit cu voce tare înainte de a i se cere cursantului să-l pronunțe. Principiul conform căruia în limba engleză nu putem pronunța până nu auzim și nu putem scrie până nu vedem guvernează predarea primelor 34 lecții.
- Profesorul poate găsi căi multiple de predare a gramaticii, care este bine structurată și clar explicată în tabele simple, la fiecare lecție.
- Fiecare lecție are două părți de vocabular: obligatoriu și adițional. Vocabularul adițional, exercițiile, traducerile, precum și indicele funcțional și lexical îl ajută pe cursant să-și fixeze cunoștințele de limbă engleză, să-și dezvolte creativitatea și autonomia de exprimare.
- Fiecare lecție necesită 4-6 ore de studiu (predare în clasă și studiu individual). Textele sunt exemple de limbă engleză autentică; ele îl deprind pe cursant cu o exprimare precisă, cu utilizarea idiomurilor și a locuțiunilor specific englezești.

CONTENTS

UNIT 1 **ENGLISH SOUNDS** 11
Sunetele limbii engleze. Vocalele

UNIT 2 **ENGLISH SOUNDS** 13
Sunetele limbii engleze. Consoanele

UNIT 3 **WHO AND WHAT IS MRS. WHITE?** 15
Cine și ce este D-na White?
Gramatica: (1) Articolul nehotărât. (2) Pluralul substantivelor. (3) Adjectivul. (4) Pronumele personale. (5) Indicativul prezent al verbului "to be"

UNIT 4 **WE ARE IN THE CLASSROOM** 21
Suntem în clasă
Gramatica: (1) Articolul hotărât. (2) Pronumele și adjectivele demonstrative. (3) Construcțiile "There is, There are".

UNIT 5 **MY NEW ENGLISH BOOK** 26
Noua mea carte de engleză
Gramatica: (1) Pluralul substantivelior. (2) Adjectivele posesive. (3) Indicativul prezent al verbului "to have".

UNIT 6 **WHAT IS MINE?** 32
Ce este al meu?
Gramatica: (1) Substantive cu pluralul neregulat. (2) Pronumele posesive. (3) Întrebări disjunctive.

UNIT 7 **IT IS MY FRIEND'S CAR** 36
Este mașina prietenului meu
Gramatica: Cazul genitiv.

UNIT 8 **WE CAN SPEAK ENGLISH** 41
Noi vorbim englezește
Gramatica: (1) Verbele modale. (2) Modul imperativ. (3) Numeralul I.

UNIT 9 **WHAT IS HE LIKE?** 46
Cum arată el?
Gramatica: (1) Pronumele personale la cazurile dativ și acuzativ. (2) Pronumele și adjectivele interogative.

UNIT 10 **WHAT COLOUR IS IT?** 51
Ce culoare are ...?
Gramatica: Prepoziția.

UNIT 11 **LET US LEARN ENGLISH** 55
Să învățăm englezește
Gramatica: (1) Prepozițiile spațiale. (2) Modul imperativ.

UNIT 12 **TELLING THE TIME** 60
Exprimarea orei
Gramatica: Numeralul II.

UNIT 13 **WE ARE HAVING OUR ENGLISH CLASS** 69
Acum avem oră de engleză
Gramatica: (1) Pronumele relative. (2) Participiul nedefinit.
(3) Timpul prezent continuu. (4) Viitorul apropiat.

UNIT 14 **TOM'S EVERYDAY ACTIVITIES** 79
Activitățile zilnice ale lui Toma
Gramatica: (1) Pronumele reflexive și de întărire.
(2) Timpul prezent aspectul comun.

UNIT 15 **MEALS IN ENGLAND** 88
Mesele în Anglia
Gramatica: Pronumele și adjectivele nehotărâte.

UNIT 16 **THIS IS OUR HOUSE** 96
Aceasta este casa noastră
Gramatica: (1) Participiul trecut. (2) Timpul "Present Perfect", aspectul comun. (3) Echivalenții verbelor modale.

UNIT 17 **MY FRIEND'S FLAT** 104
Apartamentul prietenului meu
Gramatica: Timpul "Present Perfect", aspectul continuu.

UNIT 18 **THE SEASONS** 111
Anotimpurile
Gramatica: Adjectivul - gradele de comparație.

UNIT 19 **THE FAMILY** 118
Familia. Familia Wilson
Gramatica: Comparația neregulată a adjectivelor.

UNIT 20 YOUR WAY THROUGH LIFE 125
Cum să-ți croiești drumul în viață
Gramatica: (1) Timpul trecul al verbului "to be". (2) Adverbul.

UNIT 21 THE JOB I LIKE 134
Meseria care îmi place
Gramatica: Timpul trecut al verbului "to have".
(2) "Have to" - valoare modală.

UNIT 22 REVISION 141
Recapitulare

UNIT 23 A VISIT TO A FARM 146
O vizită la o fermă
Gramatica: (1) Timpul trecut, aspectul comun.
(2) Câteva plurale neregulate.

UNIT 24 WASHINGTON D.C. 155
Gramatica: Timpul trecut, aspectul continuu.

UNIT 25 CITY TRAFFIC 164
Circulația în oraș
Gramatica: Mai-mult-ca-perfectul, aspectul comun; aspectul continuu.

UNIT 26 I'LL PROBABLY STAY AT HOME ON WEEK-END 175
Probabil voi sta acasă la sfârșit de săptămână
Gramatica: (1) Timpul viitor, aspectul comun.
(2) Locul adverbelor de mod.

UNIT 27 MAIL SERVICES 184
Serviciile poștale
Gramatica: Timpul viitor, aspectul continuu.

UNIT 28 PHONE CALLS 193
Convorbiri telefonice
Gramatica: (1) Timpul viitorul în trecut.
(2) Corespondența timpurilor.

UNIT 29 MONEY 202
Banii
Gramatica: Vorbirea directă și indirectă.

UNIT 30 SHOPPING..... 210
După cumpărături
Gramatica: (1) Diateza pasivă. (2) Substative compuse.

UNIT 31 STRAWBERRIES ARE APRIL'S BEST BUY..... 218
Căpșunile sunt cele mai ieftine în aprilie
Gramatica: Reguli de trecere de la diateza activă la cea pasivă.

UNIT 32 LET'S DINE OUT..... 226
Să cinăm în oraș
Gramatica: Modul condițional.

UNIT 33 ABOUT CLOTHING..... 238
Despre îmbrăcăminte
Gramatica: Corespondența timpurilor în frazele cu caracter condițional.

UNIT 34 WANT TO BE MORE CREATIVE AT WORK? JUST TAKE A BREAK. 247
Vreți să lucrați mai cu spor? Luați o pauză
Gramatica: (1) Viitorul perfect. (2) Pronumele reciproce.
(3) Verbele modale "should" și "would".

UNIT 35 AT THE RAILWAY STATION..... 257
La gară
Gramatică: Pluralul substantivelor

UNIT 36 AT THE AIRPORT..... 269
La aeroport
Gramatică : Pronumele și adjectivele nehotărâte

UNIT 37 THE CUSTOMS SYSTEM..... 283
Sistemul vamal
Gramatică: Pronumele și adjectivele relative. Pronumele relativ.
Pronumele reflexiv și de întărire

UNIT 38 HIGHER EDUCATION..... 295
Învățământul superior
Gramatică: Articolul nehotărât. Articolul hotărât

UNIT 39 SHOPS AND STORES..... 309
Tipuri de magazine
Gramatică: Timpul prezent

UNIT 40 ON HOLIDAYS..... 320
Despre vacanțe
Gramatică: Timpul trecut

UNIT 41 LIGHTS GO DOWN AND CURTAIN GOES UP..... 333
Luminile se sting și cortina se ridică
Gramatică: Timpul "viitor"

UNIT 42 MULTIPLE SERVICE SHOPS..... 348
Magazine de prestări de servicii
Gramatică: Viitorul apropiat. Viitorul anterior

UNIT 43 BANKS - THEIR FUNCTIONS AND SERVICES..... 361
Bănci - funcții și servicii
Gramatică: Timpul "Present Perfect"

UNIT 44 SICKNESS AND HEALTH..... 369
Boală și sănătate
Gramatică: Timpul "Mai-mult-ca-perfectul"

UNIT 45 HINTS ABOUT HOTELS..... 380
Câteva idei despre hoteluri
Gramatică: Verbe modale (can-could; may-might; must; shall-should; ought to)

UNIT 46 THE JOB SEARCH..... 393
Căutarea unei slujbe
Gramatică: Verbe modale (will-would; need; dare)

UNIT 47 PRESERVING THE ENVIRONMENT..... 403
Prezervarea mediului înconjurător
Gramatică: Adjectivul - Grade de comparație

UNIT 48 LONDON..... 411
Londra
Gramatică: Adjectivul - Comparația adjectivelor neregulate

UNIT 49 SPORTS..... 418
Sporturi
Gramatică: Numeralul

UNIT 50 HINTS OF POSSIBLE LEISURE TIME..... 429
Câteva idei despre petrecerea timpului liber
Gramatică: Adverbul

UNIT 51 DEFINING THE MARKET..... 442
Definirea pieței
Gramatică: Diateza pasivă

UNIT 52 FACTORY PRODUCTION..... 451
Producția în fabrică
Gramatică: Concordanța timpurilor

UNIT 53 ABOUT PRESS..... 462
Despre presă
Gramatică: Vorbirea directă și indirectă

UNIT 54 BUSINESS MEETINGS..... 474
Întâlnirile de afaceri
Gramatică: Modul condițional

UNIT 55 WHAT IS MANAGEMENET..... 487
Ce este managementul
Gramatică: Propoziții condiționale

UNIT 56 CENTRAL BANKING..... 496
Băncile centrale
Gramatică: Subjonctivul I

UNIT 57 A GEOGRAPHICAL OUTLINE OF ROMANIA..... 504
Prezentarea geografică a României
Gramatică: Subjonctivul II

UNIT 58 WHAT ARE CORPORATIONS..... 511
Ce sunt corporațiile
Gramatică: Echivalenții subjonctivului. Subordonatele de scop

UNIT 59 FOOD AND AGRICULTURE..... 525
Alimentație și agricultură
Gramatică: Gerunziu. Construcții gerunziale

UNIT 60 WHAT MANAGERS DO..... 533
Cu ce se ocupă directorii
Gramatică: Participiul

UNIT 61 **HOW CORPORATIONS RAISE CAPITAL** 543
Cum pot face firmele rost de bani
Gramatică: Construcții participiale

UNIT 62 **KEY POINTS TO REMEMBER** 556
Puncte cheie de ținut minte
Gramatică: Conjuncția

UNIT 63 **STOCK EXCHANGE** 571
Bursa de valori
Gramatică: Subordonatele adverbiale

UNIT 64 **CHANNELS OF DISTRIBUTION** 582
Canale de distribuție
Gramatică: Ordinea cuvintelor în propoziție

UNIT 65 **MARKET SELECTION AND PRODUCT PLANNING** 592
Alegerea pieței și planificarea produsului
Gramatică: Prepoziția

UNIT 66 **BUSINESS NEGOCIATION** 603
Negocierea comercială
Gramatică: Acordul subiectului cu predicatul

Lista verbelor neregulate 615

FUNCTIONAL INDEX 619
Indice funcțional

LEXICAL INDEX 627
Indice lexical

UNIT 1

ENGLISH SOUNDS

VOWELS

[i:] he [hi:] - el
read [ri:d] - citeşte

[i] it [it] - el, ea (pron. personal, persoana a III-a sg. neutru)
in [in] - în

[e] desk [desk] - pupitru, catedră
help [help] - ajutor

[æ] black [blæk] - negru
man [mæn] - bărbat, om

[a:] class [kla:s] - clasă
aunt [a:nt] - mătuşă

[ɔ:] hall [hɔ:l] - sală
all [ɔ:l] - toţi, toate

[ɔ] not [nɔt] - nu (negaţie folosită după verb)
office ['ɔfis] - birou

[u:] two [tu:] - doi, două
school [sku:l] - şcoală

[u] good [gud] - bun, bună
book [buk] - carte

[ʌ] son [sʌn] - fiu
but [bʌt] - dar, însă

[ə:] girl [gə:l]- fată
her [hə:] - al ei

[ə] a [ə] - un, o (articol nehotărât)

DIPHTHONGS

[ei] table ['teibl] - masă
name ['neim] - nume

[ou] home [houm] - casă, cămin
only ['ounli] - numai

[ai] I [ai] - eu
my [mai] - meu, mea, mei, mele

[au] house [haus] - casă
brown [braun] - maro

[ɔi] boy [bɔi] - băiat
voice [vɔis] - voce

[iə] here ['hiə] - aici
near ['niə] - aproape

[eə] hair ['heə] - păr
pair ['peə] - pereche

[uə] poor ['puə] - sărac
tourist ['tuərist] - turist

TRIPHTHONGS

[aiə] fire ['faiə] - foc
tired ['taiəd] - obosit
[auə] flower ['flauə] - floare
our ['auə] - nostru, noastră, noştri, noastre

SEMIVOWELS

[w] we [wi:] - noi
what [wɔt] - ce
[j] you [ju:] - tu, dumneata, dumneavoastră
yes [jes] - da
student ['stju:dnt] - student

UNIT 2

ENGLISH SOUNDS

CONSONANTS

[t] ten [ten] - zece
two [tu:] - doi, două

[d] door [dɔ:] - ușă
day [dei] - zi

[p] pencil ['pensl] - creion
pen [pen] - toc, peniță

[b] book [buk] - carte
bright [brait] - luminos, strălucitor

[k] classroom ['kla:sru:m] - sală de clasă
clock [klɔk] - ceas

[g] green [gri:n] - verde
garden ['ga:dn] - grădină

[f] four [fɔ:] - patru
floor [flɔ:] - dușumea, podea

[v] very ['veri] - foarte
value ['vælju:] - valoare

[m] map [mæp] - hartă
many ['mæni] - mulți, multe

[n] new [nju:] - nou
nine [nain] - nouă

[ŋ] morning ['mɔ:niŋ] - dimineață
evening ['i:vniŋ] - seară

[l] lesson ['lesn] - lecție

[θ] three [θri:] - trei
thing [θiŋ] - lucru

[ð] this [ðis] - acesta, aceasta
that [ðæt] - acela, aceea

[s] student ['stju:dnt] - student
ceiling ['si:liŋ] - plafon

[z] is [iz] - este
zoo [zu:] - grădină zoologică

[ʃ] she [ʃi:] - ea
short [ʃɔ:t] - scurt

[ʒ] measure ['meʒə] - măsură
pleasure ['pleʒə] - plăcere

[tʃ] chair [tʃeə] - scaun
child [tʃaild] - copil

[dʒ] John [dʒɔn] - Ion
Jack [dʒæk] - Jack

[r] red [red] - roșu
write [rait] - scrie, scrieți

[h] how [hau] - cum
housewife ['hauswaif] - gospodină

THE ENGLISH ALPHABET

a	[ei]	n	[en]
b	[bi:]	o	[ou]
c	[si:]	p	[pi:]
d	[di:]	q	[kju:]
e	[i:]	r	[a:]
f	[ef]	s	[es]
g	[dʒi:]	t	[ti:]
h	[eitʃ]	u	[ju:]
i	[ai]	v	[vi:]
j	[dʒei]	w	[dʌblju:]
k	[kei]	x	[eks]
l	[el]	y	[wai]
m	[em]	z	[zed]

UNIT 3

WHO AND WHAT IS MRS.WHITE ?

Good morning, students!
Good morning, teacher!
Who are you? I am Mrs. White.
What are you, Mrs. White? I am a teacher.
You are students and I am a teacher.
Who is he? He is Mr. Black.
What is Mr. Black? He is a man, an engineer, he is not an economist.
Miss Brown is a typist. She is an office-worker.
Isn't she a doctor? No, she isn't.
Is Miss Smith a student? Yes, she is. She's a very good student.
Bob is a boy. He is a schoolboy.
What is he like? He is short and fat.
Ann is a girl. She is a schoolgirl.
What is she like? She is tall and thin.
We are all students.
Are they also students? No, they aren't. They are economists.
Are you an Englishman? No, I am not, I am a Romanian. I am a Romanian citizen.
How are you? I'm fine. Thank you.

VOCABULARY

teacher ['ti:tʃə] s. - profesor

Mrs. ['misiz] s. - doamnă (urmat de numele de familie)

am [æm] v. - sunt (vb. a fi, indicativ prezent, pers.I sg.)

woman ['wumən] s. - femeie

an [ən] art. - un, o

economist [i:'kɔnəmist] s. - economist

engineer [endʒi'niə] s. - inginer

Miss [mis] s. - domnișoară (urmat de numele de familie)

typist ['taipist] s. - dactilografă

office-worker ['ɔfis'wə:kə] s. - funcționar

isn't ['iznt] v. - nu este (vb. a fi, indicativ prezent, pers.III, negativ)

doctor ['dɔktə] s. - medic

schoolboy ['sku:lbɔi] s. - școlar

schoolgirl ['sku:lgə:l] s. - școlăriță

thin [θin] adj. - subțire

they [ðei] pron. - ei, ele

also ['ɔ:lsou] adv. - de asemenea

Englishman ['iŋgliʃmən] s. - englez

citizen ['sitizn] s. - cetățean

English ['iŋgliʃ] adj. - englezesc, de engleză

to be ['tə'bi:] v. - a fi

what is he like? [laik] - cum arată el? cum este el?

how are you? - ce mai faci?

I'm fine [fain] - sunt bine

thank you [θæŋk] - mulțumesc

Nume proprii:

White [wait]

Smith [smiθ]

Black [blæk]

Brown [braun]

Bob [bɔb]

GRAMMAR

I. THE INDEFINITE ARTICLE

Articolul nehotărât

Reguli	Exemple
» se așază înaintea substantivului pe care îl determină;	*a* doctor - un doctor
» are forma "a" când cuvântul care urmează începe cu un sunet consonantic sau semi-vocalic;	*a* teacher - un profesor *a* good economist - un economist bun *a* woman - o femeie
» are forma "an" când cuvântul care urmează începe cu un sunet vocalic;	*an* economist - un economist *an* English book - o carte de engleză
» are aceeași formă indiferent de genul și cazul substantivului pe care îl determină;	*a* boy - un băiat *a* girl - o fată *a* book - o carte

Reguli	Exemple
» când substantivul pe care îl determină trece la plural, articolul nehotărât dispare;	*a* book - books o carte - cărţi
» se întrebuinţează înaintea substantivelor ce denumesc o profesie, meserie sau naţionalitate, precum şi înaintea substantivelor "man", "woman", "child" etc.	I am an economist. - Sunt economist. I am a Romanian. - Sunt român. I am a man. - Sunt bărbat.

II. THE PLURAL OF NOUNS
Pluralul substantivelor

Reguli	Exemple
» Pluralul substantivelor se formează adăugând terminaţia "s" la forma de singular	a girl - girls o fată - fete an economist - economists un economist - economişti

III. THE ADJECTIVE
Adjectivul

Reguli	Exemple
» Adjectivul calificativ se aşază întotdeauna **după** articol, înaintea substativului pe care îl determină.	a tall boy - un băiat înalt
» Are aceeaşi formă, indiferent de genul, cazul şi numărul substantivului pe care îl determină.	a good schoolboy - un şcolar bun a good schoolgirl - o şcoliriţă bună a good book - o carte bună good books - cărţi bune
» Adjectivele care exprimă naţionalitatea se scriu cu majusculă.	an English citizen - un cetăţean englez

IV. PERSONAL PRONOUNS
Pronumele personale

	Singular	Plural
I	I	We
II	You	You
III	He She It	They

- Pronumele personal "I" se scrie întotdeauna cu majusculă.
- Pronumele personal persoana a III-a sg. neutru "it" înlocuieşte substantive ce denumesc obiecte, animale şi noţiuni abstracte.

V. THE PRESENT INDICATIVE OF THE VERB "TO BE"
Indicativul prezent al verbului "to be"

Afirmativ		Negativ	Interogativ (-Negativ)
I am		I am not	Am I (not)?
You are		You are not	Are you (not)?
He is		He is not	Is he (not)?
She is		She is not	Is she (not)?
It is		It is not	Is it (not)?
We are		We are not	Are we (not)?
You are		You are not	Are you (not)?
They are		They are not	Are they (not)?
Forme contrase	I'm, you're, he's, she's, it's, we're, you're, they're	I'm not, you're not (you aren't), he's not (he isn't), she's not (she isn't), it's not (it isn't), we're not (we aren't), you're not (you aren't), they're not (they aren't)	Aren't you? isn't he? isn't she? isn't it? aren't we? aren't you? aren't they?
	În vorbire se folosesc de preferinţă formele contrase.		

EXERCISES

I. Răspundeți la întrebări:

1. Who are you? 2. What are you? 3. Are you a man or a woman? 4. What is Mrs. White? 5. Isn't she a typist? 6. Who is a typist? 7. What is Mr. Black? 8. Isn't he an economist? 9. Who is a schoolboy? 10. What is Bob like? 11. Is Mary fat and short? 12. What is she like? 13. What are you all? 14. What am I? 15. Are they students? 16. Are you a Romanian? 17. How are you?

II. Dați forma corectă a articolului nehotărât cu următoarele substantive:

economist, student, typist, tourist, engineer, house, room, desk, Englishman, schoolgirl, office, citizen, classroom, teacher, doctor.

III. Înlocuiți substantivele subliniate cu pronumele personale corespunzătoare:

1. *Mrs. White* is an economist. 2. *Bob* is a schoolboy. 3. *Mr. Black* is a good engineer. 4. *Miss Brown* is a typist. 5. *Ann* is a schoolgirl. 6. *Tom and John* are students. 7. *Bob* and I are economists.

IV. Completați spațiile libere cu forma corespunzătoare a verbului "to be":

1. It ... a book. 2. Tom and Jack ... students. 3. I ... a woman. 4. She ... a housewife. 5.They ... engineers. 6. Mr. Black ... an economist. 7. We ... economists. 8. You ... an engineer. 9. Mrs. White ... a teacher. 10. You ... office-workers.

V. Treceți următoarele propoziții la interogativ, negativ și interogativ-negativ:

1. I am a student. 2. Mrs. Black is a housewife. 3. He is thin. 4. You are a typist. 5. They are doctors. 6. We are students. 7. She is a Romanian.

VI. Răspundeți la întrebări, conform modelului:

Model: Is he an economist, or a teacher?
He is an economist, he isn't a teacher.

1. Is she a typist or a student? 2. Am I an engineer or a teacher? 3. Is he a schoolboy or a student? 4. Are we economists or doctors? 5. Are you an office-worker or a schoolgirl? 6. Is he tall or short?7. Is she fat or thin? 8. Are you a Romanian or an Englishman? 9. Are you students or engineers?

VII. Puneți întrebări la următoarele propoziții și răspundeți, conform modelului:

Model: He is a teacher.
Who is a teacher? He is.

1. She is a doctor. 2. We are economists. 3. They are students. 4. He is an engineer. 5. Bob is a schoolboy. 6. Miss Brown is a typist. 7. I am a schoolgirl. 8. You are a teacher.

VIII. Treceţi următoarele propoziţii la plural:

1. I am a student. 2. You aren't an economist. 3. Is he an engineer? 4. She is a good schoolgirl. 5. You are a good typist. 6. I am not an office-worker. 7. Are you a doctor? 8. Isn't she fat? 9. He isn't a thin boy. 10. Is she a short girl?

IX. Treceţi următoarele propoziţii la singular:

1. We are not English. 2. We are Romanian citizens. 3. They are teachers. 4. You are Romanian students. 5. The boys are not tall, they are short. 6. They are also students. 7. You are not good economists. 8. What are threy like?

X. Traduceţi:

1. Nu suntem noi cu toţii studenţi? Da, suntem.
2. El este inginer sau economist?
3. Cine eşti tu?
4. Ce eşti tu?
5. Eşti student sau medic?
6. Nu eşti profesor?
7. Ei sunt funcţionari sau studenţi?
8. Ei sunt, de asemenea, economişti? Nu, nu sunt, ei sunt profesori.
9. Ce este el, inginer sau doctor?
10. Ann este o studentă foarte bună.
11. Ea este dactilografă sau profesoară?
12. Bob nu este economist? Nu, nu este; este elev.

UNIT 4

THE ENGLISH CLASS

Good afternoon, everybody!

Good afternoon, teacher!

What is this? This is a classroom. We are in the classroom. This classroom is large and bright. There are a lot of things in this classroom: a table, a chair, many desks, a blackboard, a map, a picture and a bookcase.

This is the door and those are the windows. The door is closed and that window is open. This is the table and that is the chair. This table is brown and the chairs are also brown. This is the floor and that is the ceiling.

These are the books and those are the exercise-books. These books are open and those exercise-books are shut. There are many exercise-books, pencils and fountain-pens on the desks.

Is there a picture on the wall? Yes, there is.

There are many desks in the classroom.

Aren't there many English books on these desks? Yes, there are.

Are there many tables in the classroom? No, there aren't. There is only one.

Is there a dictionary on the table? No, there isn't.

VOCABULARY

afternoon ['a:ftə'nu:n] s. - după amiază
large [la:dʒ] adj. - spațios, mare
in [in] prep. - în
picture ['piktʃə] s. - tablou
window ['windou] s. - fereastră
exercise-book ['eksəsaiz'buk] s. - caiet
shut [ʃʌt] adj. - închis
fountain-pen ['fauntin'pen] s. - stilou
black [blæk] adj. - negru
bookcase ['bukkeis] s. - bibliotecă
on [ɔn] prep. - pe
wall [wɔ:l] s. - perete
one [wʌn] num. - unu
dictionary ['dikʃənri] s. - dicționar
there are [ðeər'a:] - sunt, există, se află
there is [ðeər'iz] - este, există, se află
a lot of [ə'lɔtəv] - o mulțime de

GRAMMAR

I. THE DEFINITE ARTICLE
Articolul hotărât

Reguli	Exemple
Articolul hotărât: » se așază înaintea substantivului pe care îl determină;	*the* boy - băiatul *the* girl - fata
» se citește [ðə] când cuvântul care urmează începe cu un sunet consonantic sau semivocalic;	*the* union [ðə'ju:njən] - uniunea *the* window [ðə 'windou] - fereastra
» se citește [ði] când cuvântul care urmează începe cu un sunet vocalic;	*the* ink [ðə 'ink] - cerneala *the* English class [ðə 'iŋgliʃkla:s] - ora de engleză *the* open window [ði'oupən'windou] - fereastra (cea) deschisă
» are aceeași formă, indiferent de genul, cazul și numărul substantivului pe care îl determină.	*the* man - bărbatul *the* woman - femeia *the* desk - pupitrul *the* desks - pupitrele on *the* wall - pe perete in *the* classroom - în clasă

II. DEMONSTRATIVE PRONOUNS AND ADJECTIVES
Pronumele și adjectivele demonstrative

Pronumele demonstrative	Adjectivele demonstrative
This is a classroom. - Aceasta este o sală de clasă. *That* is a door. - Aceea este o ușă. *These* are walls. - Aceștia sunt pereți. *Those* are desks. - Acelea sunt pupitre.	*This* classroom is large. - Această sală de clasă este mare. *That* door is closed. - Ușa aceea este închisă. *These* walls are white. - Pereții aceștia sunt albi. *Those* desks are brown. - Acele pupitre sunt maro.

III. "THERE IS", "THERE ARE"
Construcțiile There is, There are

Reguli		Exemple	
» Aceste construcții - se așază înaintea subiectului logic al propoziției, pe care îl anticipează și cu care se acordă în număr.		There is a bookcase in the classroom. - Există un dulap de cărți în clasă. There are many exercise-books on the desks. - Există multe caiete pe pupitre.	
	Afirmativ: there is there are	*Negativ*: there is not there are not	*Interogativ (-Negativ)*: is there (not)? are there (not)?
Forme contrase	there 's there 're	there 's not (there isn 't) there 're not (there aren 't)	isn 't there? aren 't there?

EXERCISES

I. Răspundeți la întrebări:

1. Is this a classroom or an office? 2. What is there in the classroom? 3. Is the door open? 4. Is the window closed? 5. Is the table white or brown? 6. Are there many desks in the classroom? 7. What are there on the desks? 8. Is there a map on the wall? 9. Are there many tables in the classroom?

II. Dați răspunsuri scurte, afirmative sau negative, conform modelului:

Model: Is this a desk?
Yes, it is.
No, it isn 't, it 's a table.

Is this a book?

Is this a chair?

Is this a door?

Is this a classroom?

Is this a map?

Is this a blackboard?

III. Completați spațiile libere cu forma corespunzătoare a verbului "to be":

1. There ... a lot of books on the desks. 2. There ... a blackboard in the classroom. 3. There ... a picture on the wall. 4. There ... a table in the classroom. 5. There ... a lot of things in this classroom. 6. There ... pencils on the desks. 7. There ... a map on the wall. 8. There ... a lot of desks in the classroom. 9. There ... many chairs in the classroom. 10. There ... many students in the classroom.

IV. Răspundeți la întrebări conform modelului:

Model: Is there a map on the wall?
Yes. There is. No, there isn't.
Are there many chairs in the classroom?
Yes, there are. No, there aren't.

1. Is there a bookcase in the classroom? 2. Is there a fountain- pen on the desk? 3. Are there many students in the classroom? 4. Is there a picture on the wall? 5. Is there a brown table in the classroom? 6. Are there many chairs in the classroom? 7. Are there pencils and fountain-pens on the desks? 8. Is there an English book on the table?

V. Treceți următoarele propoziții la interogativ, negativ și interogativ-negativ:

1. This is a book. 2. Those are chairs. 3. That is a fountain-pen. 4. These are desks. 5. The door is closed. 6. That is an English book. 7. Those are exercise-books.

VI. Răspundeți la întrebări, conform modelului:

Model: Is this a pencil or a fountain pen?
It's a pencil, it isn't a fountain pen.

1. Is this a pen or a pencil? 2. Is that a chair or a table? 3. Is this the floor or the ceiling? 4. Is this a classroom or an office? 5. Is that a black or a brown pencil? 6. Is this a book or an exercise-book? 7. Is that a picture or a map? 8. Is this a desk or a table?

VII. Treceți următoarele propoziții la plural:

1. This is an office. 2. Is that a desk? 3. There is a bookcase in the classroom. 4. The door isn't open. 5. That is the ceiling. 6. Is this a pen? 7. Is the window closed? 8. Isn't that classroom large? 9. Is there a picture on the wall? 10. There is a bookcase in the classroom.

VIII. Răspundeți la întrebări conform modelului:

Model: Is this an office (a classroom)?
Yes, it is.
No, it isn't. It's a classroom.

1. Is this a pen (a pencil)? 2. Is this the floor (ceiling)? 3. Is this a table (a desk)? 4. Is this an open window (a closed window)?

IX. Traduceți:

1. Aceasta este o clasă mare și luminoasă. 2. Există o mulțime de lucruri aici: o masă, o tablă, multe pupitre și scaune. 3. Pe bănci se află cărți, caiete, creioane și stilouri. 4. Cărțile sunt deschise, caietele sunt închise. 5. Pe pereți sunt două tablouri și o hartă. 6. Sunt mulți elevi în clasă. 7. Acela este plafonul, aceea este podeaua. 8. Masa este maro sau neagră?

UNIT 5
MY NEW ENGLISH BOOK

Good day, ladies and gentlemen!

Good day, sir!

This is my book. I have a new English book.

Have you an exercise-book, too? Yes, I have.

You have a fountain-pen. Your fountain-pen is on your desk.

Have you a Romanian-English dictionary? No, I haven't.

He has a new winter coat. His winter coat is black.

He has new shoes, too? No, he hasn't.

Hasn't Mrs. Smith a new smart dress on? Yes, she has. Her dress is brown. Its colour is brown. All the ladies in this room have new dresses on.

This room has four walls. Its walls are white.

We have friends. They are our friends.

Haven't you a library in your district? Yes, we have.

Is Mrs. White their new English teacher? Yes, she is. She is in the classroom now.

They haven't their English classes in the morning. They have their English classes in the evening.

VOCABULARY

to have [tə 'hæv] v. - a avea
your [jɔ:] adj.pos. - tău, ta, tăi, tale, vostru, voastră, voștri, voastre
his [hiz] - lui, sale
shoe [ʃu:] s. - pantof
smart [sma:t] adj. - elegant
dress [dres] s. - rochie
her [hə:] adj.pos. - ei
its [its] adj.pos. - lui, ei (neutru)
colour ['kʌlə] s. - culoare
library ['laibrəri] s. - bibliotecă
district ['distrikt] s. - cartier
friend [frend] s. - prieten
their [ðɛə] adj.pos. - lor
class [kla:s] s. - oră de clasă
where [wɛə] adv. - unde?
schoolbag ['sku:lbæg] s. - ghiozdan
to have ... on - a fi îmbrăcat cu
in the morning - dimineața
in the evening - seara

GRAMMAR

I. THE PLURAL OF NOUNS
Pluralul substantivelor

Următoarele substative formează pluralul adăugând terminația *-es* la forma de singular:

»1. substantivele terminate în: *-ch*, *-sh*, *-s*, *ss*, *-x*, *-z*: bench - benches (bancă - bănci), brush - brushes (perie-perii), bus - buses (autobuz - autobuze), class - classes (oră de clasă - ore de clasă), box - boxes (cutie, cutii)	»2. substantivele terminate în: *-y* precedat de consoană (*y* se transformă în *i*) lady - ladies (doamnă - doamne), dictionary - dictionaries (dicționar - dicționare) N.B. Substantivele terminate in *y* precedat de vocală formează pluralul adăugând la forma de singular terminația *-s*, iar *y* rămâne neschimbat: boy - boys (băiat - băieți), day - days (zi - zile)	»3. substantivele terminate în: *-f*, *-fe* se transformă în v: shelf-shelves (raft-rafturi), wife-wives (soție-soții)	»4. Substativele terminate în *-o* precedat de o consoană: hero-heroes (erou-eroi), potato-potatoes (cartof-cartofi)

Terminația pluralului se citește:

Reguli	Exemple:
» [z] când substantivul la singular se termină într-un sunet vocalic sau într-un sunet consonantic sonor: [d], [b], [g], [v], [m], [n], [ŋ], [l], [ð], [r];	window ['windou] - windows ['windouz] (fereastră - ferestre) glove [glʌv] - gloves [glʌvz] (mănușă - mănuși) room [ru:m] - rooms [ru:mz] (cameră - camere) pencil ['pensl] - pencils ['penslz] (creion - creioane) table ['teibl] - tables ['teiblz] (masă-mese)
» [s] când substantivul la singular se termină într-un sunet consonantic surd: [t], [pl], [k], [f], [θ], [h];	map [mæp] - maps [mæps] (hartă - hărți) desk [desk] - desks [desks] (pupitru - pupitre) student ['stju:dənt] - students ['stju:dənts] (student-studenți)
» [iz] când substantivul la singular se termină în sunetele: [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]	office ['ɔfis] - offices ['ɔfisiz] (birou - birouri) brush [brʌʃ] - brushes ['brʌʃiz] (perie - perii) bench [bentʃ] - benches ['bentʃiz] (bancă - bănci) box [bɔks] - boxes ['bɔksiz] (cutie - cutii)

II. POSSESSIVE ADJECTIVES
Adjectivele posesive

Singular		Plural
I	my	our
II	your	your
III	his her its	their

Reguli	Exemple
Adjectivul posesiv » se așază întotdeauna înaintea substantivului pe care îl determină; » are aceeași formă, indiferent de genul, cazul și numărul substantivului pe care îl determină N.B. Substantivele determinate de un adjectiv posesiv nu se articulează.	my room - camera mea my son - fiul meu my wife - soția mea my ring - inelul meu my friends - prietenii mei our house - casa noastră

III. THE PRESENT INDICATIVE OF THE VERB "TO HAVE"
Indicativul prezent al verbului "to have"

	Afirmativ	Negativ	Interogativ - (Negativ)
	I have You have He has She has It has We have You have They have	I have not You have not He has not She has not It has not We have not You have not They have not	Have I (not)? Have you (not)? Has he (not)? Has she (not)? Has it (not)? Have we (not)? Have you (not)? Have they (not)?
Forme contrase	I've, you've, he's, she's, it's, we've, you've, they've	I've not (I haven't), you've not (you haven't), he's not (he hasn't), she's not (she hasn't), it's not (it hasn't), we've not (we haven't), you've not (you haven't), they've not (they haven't)	Haven't I? haven't you? hasn't he? hasn't she? hasn't it? haven't we? haven't you? haven't they?

EXERCISES

I. Răspundeți la întrebări:

1. Have you a new English book? Where is it? And where is your fountain-pen? 2. Has she a Romanian-English dictionary? 3. What colour is his winter coat? 4. Has Mrs. Smith a smart dress? 5. Have you new shoes? 6. Have you an English-Romanian dictionary? 7. Have we our English classes in the evening? 8. What colour are the walls?

II. Completați spațiile libere cu forma corespunzătoare a verbului "to have":

1. This room ... four walls. 2. Those students ... new dictionaries. 3. That schoolboy ... a new fountain-pen. 4. Mrs. Smith ... a new smart dress. 5. ... your house many rooms? 6. All the students ... their exercise-books on their desks.

III. Treceți următoarele propoziții la interogativ, negativ și interogativ-negativ:

1. We have a new English teacher. 2. My son has a red pencil. 3. You all have good dictionaries. 4. Mary has a new smart dress. 5. The student has a map. 6. They have a library in their district.

IV. Răspundeți la următoarele întrebări, conform modelului:

Model: Have you a new English book?
Yes, I have. No, I haven't.

1. Have all the students Romanian-English dictionaries? 2. Have those schoolboys new books? 3. Has Ann a new dress? 4. Have you many friends? 5. Has Tom a new schoolbag?

V. Completați spațiile libere cu adjectivul posesiv corespunzător:

1. We have exercise-books on ... desks. They are ... exercise-books. 2. Tom has a new winter coat. ... winter coat is black. 3. Those students have good English-Romanian dictionaries. ... dictionaries are on the shelves. 4. Tom has a blue fountain-pen. ... fountain-pen is on the desk. 5. Those ladies have new dresses on. ... dresses are very smart. 6. The room has two doors. ... doors are shut.

VI. Treceți următoarele propoziții la plural:

a. 1. Her dictionary is on her desk.
2. Your exercise is very good.
3. Isn't her friend in the classroom?
4. Is that her exercise-book?
5. Its colour is white.

b. 1. I have a table and a chair in my room.
2. Her room has a picture on the wall.
3. Has the student a new dictionary?
4. That lady hasn't a new dress.

5. You have your English class in the evening.

6. Has my classroom a good blackboard?

VII. Traduceţi:

1. Noi nu avem dicţionar englez-român. 2. Cărţile şi caietele lor sunt pe pupitre. 3. Noi nu avem ore de engleză dimineaţa. 4. Pantofii tăi cei noi sunt negri sau maro? 5. Studenţii aceia nu au toţi stilouri. 6. Clasa noastră are pereţii albi. 7. Aveţi cu toţii dicţionare? 8. Toţi studenţii din această clasă au cărţi, caiete, creioane şi stilouri. 9. Ce culoare au pantofii tăi? 10. Caietele lor sunt roşii sau albastre? 11. Caietul ei este pe masă. Culoarea lui este albastră. 12. Exerciţiile lor de engleză sunt bune. 13. In cartierul nostru există o bibliotecă bună.

UNIT 6

WHAT IS MINE ?

This is my fountain-pen. It is mine.

That typewriter is yours, Mrs. White, isn't it? Yes, it is. It is not yours.

The boy and the girl are their children. They have a son and a daughter, haven't they? Yes, they have.

Those are their balls. His is blue, hers is red.

Whose is this white car? It is ours, it is not theirs, but where is yours?

The Browns have a new camera. It is their camera. It is theirs, not yours.

I am a teacher, am I not? Yes, you are.

You are not at the office now, are you? No, I am not.

This student has a lot a books, hasn't he? Yes, he has.

The man over there is not our friend, is he? No, he isn't.

Tom hasn't an English conversation guide-book, has he? No, he hasn't.

This woman is your colleague, isn't she? Yes, she is.

These men are English citizens, aren't they? Yes, they are.

They are not very busy today, are they? No, they aren't, to be sure.

VOCABULARY

mine [main] pron.pos. - al meu, a mea, ai mei, ale mele

ours ['auəz] pron.pos. - al nostru, a noastră, ai noștri, ale noastre

yours [jɔ:z] pron.pos. - al tău, a ta, ai tăi, ale tale, al vostru (dv.), a voastră (dv.), ai voștri (dv.), ale voastre (dv.)

hers [hə:z] pron.pos. - al ei, a ei, ai ei, ale ei

busy ['bizi] adj. - ocupat

children ['tʃildrən] s. - copii

now [nau] adv. - acum

son [sʌn] s. - fiu

his [hiz] pron. pos. - al lui, a lui, ai lui, ale lui

whose [hu:z] pron.inter. - al cui? a cui? ai cui? ale cui?

theirs [ðɛəz] pron.pos. - al lor, a lor, ai lor, ale lor

at [æt] prep. - la (folosită după verbe ce indică starea pe loc)

today [tə'dei] adv. - astăzi

men [men] s. - bărbați

car [ka:] s. - automobil, mașină

camera ['kæmərə] s. - aparat de fotografiat

the man over there ['ouvə'ðeə] - bărbatul de acolo

at the office - la birou

to be sure [ʃuə] - fiți siguri de asta (aici)

fellow worker ['felou'wə:kə] - coleg de birou

the Browns [ðə'braunz] - familia Brown

conversation guide-book ['kɔnvə'seiʃən 'gaidbuk] - ghid de conversație

GRAMMAR

I. THE IRREGULAR PLURAL OF NOUNS
Substantive cu plural neregulat

Singular	Plural
man [mæn] - bărbat	men [men] - bărbați
woman ['wumən] - femeie	women ['wimin] - femei
child [tʃaild] - copil	children ['tʃildrən] - copii
foot [fut] - picior	feet [fi:t] - picioare
tooth [tu:θ] - dinte	teeth [ti:θ] - dinți
goose [gu:s] - gâscă	geese [gi:s] - gâște
mouse [maus] - șoarece	mice [mais] - șoareci
die [dai] - zar	dice [dais] - zaruri

II. POSSESSIVE PRONOUNS
Pronumele posesive

Singular		Plural
I	mine	ours
II	yours	yours
III	his hers	theirs

III. DISJUNCTIVE QUESTIONS
Întrebări disjunctive

Reguli	Exemple
În limba engleză, expresia "nu-i așa?" nu este invariabilă ca în limba română ci se schimbă în funcție de verbul din prima propoziție.	
a) Dacă în prima propoziție verbul este *afirmativ*, expresia "nu-i așa?" din a doua propoziție este redată prin *interogativ-negativul* verbului din prima propoziție la același timp și persoană (forma contrasă).	You have a son, haven't you? Ai un fiu, nu-i așa?
Dacă subiectul primei propoziții este exprimat printr-un substantiv, acesta va fi înlocuit cu pronumele corespunzător.	Tom is an engineer, isn't he? Toma este inginer, nu-i așa?
b) Dacă în prima propoziție verbul este *negativ*, expresia "nu-i așa?" este redată prin *interogativul* verbului din prima propoziție.	He hasn't many colleagues, has he? El nu are mulți prieteni, nu-i așa? We aren't friends, are we? Noi nu suntem prieteni, nu-i așa?

EXERCISES

I. Răspundeți la întrebări:

1. Whose is the fountain-pen on your desk, is it mine or yours? 2. But where is mine? 3. Is that white car yours? What colour is theirs? 4. Have the Browns a new camera? 5. Is the man over there our friend? 6. Are all the women in this room your colleagues? 7. Are you at the office now?

II. Dați pluralul următoarelor substantive:

man, watch, toy, zero, child, day, housewife, office, woman, lady, foot, dictionary, dress, tooth, brush, shelf, box, mouse.

III. Completați spațiile libere cu pronume posesive:

1. This is my bag. It is ... . 2. That is your pencil. It is ... . 3. This is his fountain-pen. It is ... . 4. That is her typewriter. It is ... . 5. This is our camera. It is ... . 6. That is your office. It is ... . 7. Those are their conversation guide-books. They are ... . 8. We have a red car. It is ... . 9. She has a nice dress. It is ... . 10. All the students in this room have English dictionaries. They are ... . 11. I have a new watch. It is ... . 12. You have a new car. It is ... .

IV. Răspundeţi la întrebări, conform modelului:

Model: Is that bag yours? (she)
Yes, it is.
No, it isn't mine. It's hers.

1. Is this book hers? (he) 2. Is that watch his (I) 3. Is this pencil yours? (she) 4. Are these dictionaries theirs? (we). 5. Is that camera ours? (you).

V. Adăugaţi întrebări disjunctive:

1. She has a new camera. 2. They aren't at school now. 3. Your English-Romanian dictionary is on your desk. 4. We haven't our English classes in the evening. 5. I am your teacher. 6. You have a new dress. 7. She is an engineer. 8. He isn't a doctor. 9. You are at the office now. 10. All the ladies in this room have nice dresses on.

VI. Treceţi următoarele propoziţii la singular:

1. These young men are our fellow workers. 2. Those ladies are our new colleagues. 3. Our books are on the shelves. 4. Those children have many toys. 5. Their shoes are very smart. 6. They are friends. 7. Those women are secretaries. 8. We have watches.

VII. Traduceţi:

1. Aveţi mulţi colegi, nu-i aşa? 2. Unde sunt ei acum? 3. Sunt la birou. 4. Maşina aceea este a lor, nu este a dumneavoastră, nu-i aşa? 5. Copiii au multe jucării, nu-i aşa? 6. Ale cui sunt aceste caiete? 7. În biroul nostru sunt două femei şi trei bărbaţi. 8. Al cui este creionul acela roşu, al tău sau al ei? 9. Unde sunt cărţile şi dicţionarele voastre? Ale mele sunt aici. 10. Ceasul acesta este al tău, nu-i aşa? 11. Ei sunt studenţi la limba engleză, nu-i aşa? 12. Profesorul lor este englez, nu-i aşa? 13. Tu nu eşti englez, eşti român, nu-i aşa? 14. Birourile lor nu sunt încăpătoare, nu-i aşa? 15. El este un bun coleg, nu-i aşa? 16. Ei nu au mulţi prieteni, nu-i aşa? 17. Clasa noastră este mare şi luminoasă, nu-i aşa?

UNIT 7

IT IS MY FRIEND'S CAR

What car is this? This is my friend's car.

Isn't it Mr. Brown's car. No, it isn't. It is my friend's.

What colour is your friend's car? His car is blue. The colour of the car is blue.

That is Mary's handbag, isn't it? It is not that girl's. It is not the handbag of that girl.

All the students' exercise-books are on their desks.

The children's ball-point pens are in their handbags.

Have you got your own flat? Yes, we have. Our flat is modern and comfortable. It has four rooms. The rooms of our flat are large and bright.

Is that your flat? No, it isn't, it is Mary's. Ours is next to it.

I've got a son. My son's room is very pretty. The door of my child's room is closed.

This man's name is Tom. That woman's name is Ann.

These man's colleagues are at the office. Those women's dresses are smart, too.

VOCABULARY

handbag ['hændbæg] s. - poșetă

own [oun] adj. - propriu

flat [flæt] s. - apartament

modern ['mɔdən] adj. - modern

comfortable ['kʌmftəbl] adj. - confortabil

name [neim] s. - nume

ball-point pen ['bɔ:lpɔint'pen] - creion cu pastă, pix

have you got [gɔt] - ai (tu)?, aveți (dumneavoastră)?

next to it ['nekst tə'it] - alături de el (ea)

Ann [æn] - Ana

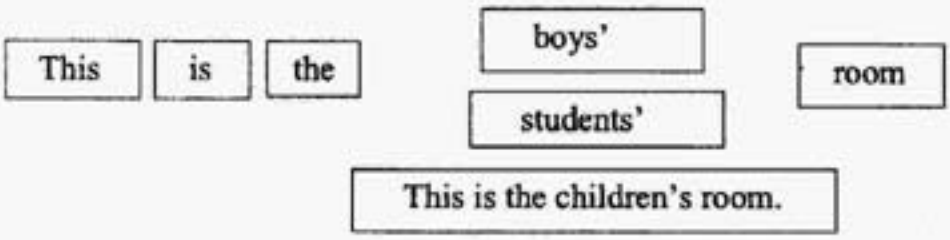
GRAMMAR

THE GENITIVE CASE
Cazul genitiv

I. Genitivul prepozițional (analitic)

Reguli	Exemple
1. Se redă cu ajutorul prepoziției "of", ordinea cuvintelor fiind:	
- substantivul ce denumește obiectul posedat (precedat de articol hotărât)	the room of the children - camera copiilor
- prepoziția "of"	the car of my friend - mașina prietenului meu
- substantivul ce denumește posesorul (precedat de articol hotărât).	
2. Se folosește când numele posesorului este exprimat prin:	
a) substantive comune care denumesc ființe;	the pencil of the student - creionul studentului
b) substantive comune care denumesc obiecte.	the walls of the office - pereții biroului

II. Genitivul saxon (sintetic)



Reguli	Exemple
1. Se redă prin 's (apostrof s) sau ' (apostrof), ordinea cuvintelor fiind:	
- substantivul ce denumește posesorul,	Tom's dictionary - dicționarul lui Tom
- 's sau ',	
- substantivul ce denumește obiectul posedat.	the students' books - cărțile studenților

Reguli	Exemple
Se adaugă 's:	
- după substantive la singular	Tom's pencil - creionul lui Toma the boy's toy - jucăria băiatului
- după substantivele cu plural neregulat la plural	the women's club - clubul femeilor
Se adaugă ':	
- după substantive la plural	my friends' books - cărțile prietenilor mei
2. Se folosește când numele posesorului este exprimat prin:	
a) substantive proprii nume de ființe;	Tom's fountain-pen - stiloul lui Toma the Browns' new flat - noul apartament al familiei Brown
b) substantive comune care denumesc ființe: oameni și animale;	the girl's pencil - creionul fetei the boy's bag - ghiozdanul băiatului the cat's name - numele pisicii
c) substantive nume de țări.	Romania's territory - teritoriul României
N.B. Substantivul care denumește posesorul:	
- se articulează cu articol hotărât dacă este un substantiv comun la singular sau plural sau un substantiv propriu la plural;	the teacher's dictionary - dicționarul profesorului the student's friends - prietenii studentului the Browns' new house - noua casă a familiei Brown
- nu primește articol dacă este un substantiv propriu la singular. Substantivul care denumește obiectul posedat nu se articulează în nici o situație.	Ann's room - camera Anei

EXERCISES

I. Răspundeți la întrebări:

1. Whose car is that, is it yours or your friend's? 2. Have you got a car? 3. What colour is it? 4. Whose is the fountain-pen on your desk? 5. Is this typewriter yours or that typist's? 6. Whose is that handbag, is it Mary's or that girl's? 7. Where are the students' exercise-books? 8. Where are those children's ball- point pens? 9. How many rooms has your flat? 10. Is their flat next to ours? 11. Where are those men's colleagues? 12. How are those women's dresses?

II. Adăugați întrebări disjunctive la următoarele propoziții:

1. Our office is modern and comfortable. 2. Our flat has four rooms. 3. The rooms are large and bright. 4. Their pencils are not in their pencil boxes. 5. We haven't our own library. 6. They are doctors. 7. She has got a brown winter coat. 8. Mrs. White is not a teacher. 9. The children are in their class-room.

III. Completați spațiile libere cu forma corespunzătoare a verbelor "to have" sau "to be":

1. ... that man's name Bob? 2. We ... a new car. 3. The windows of the class-room ... open. 4. She ... a brown dress. 5. ... I an engineer or a teacher? 6. ... you in the office now? 7. ... your son many books? 8. ... they ball-point pens? 9. Whose room ... it? 10. Ann ... a lot of things in her handbag.

IV. Treceți următoarele propoziții la interogativ, negativ și interogativ-negativ:

1. My brother's name is Tom. 2. We've got a modern and comfortable flat. 3. John's ball-point pen is on his desk. 4. The children's toys are very nice. 5. I am in my room now. 6. That conversation guide-book is Mrs. Smith's. 7. Those children have got a lot of things in their schoolbags.

V. Treceți următoarele propoziții la plural:

1. Has this girl a new handbag? 2. That woman is a good doctor. 3. This child's toys are in his room. 4. He hasn't a lot of things. 5. The typist is not at the office today. 6. Is that woman a typist? 7. This man is my friend. 8. That child is a schoolboy. 9. I haven't my own car. 10. Has that woman a new smart dress?

VI. Înlocuiți genitivul prepozițional cu genitivul saxon, unde este posibil:

1. He is the son of my friend. 2. The colour of his pencil is red. 3. The books of those children are on their desks. 4. The windows of the classroom are shut. 5. The name of that girl is Ann. 6. There are many pictures on the walls of this room. 7. She is the daughter of the man over there. 8. The name of my friend is Tom. 9. The colour of my fountain-pen is black. 10. The toys of those children are very nice. 11. The typewriters of those typists are on their desks. 12. The rooms of our flat are large and bright. 13. The door of that room is open. 14. The dresses of those ladies are very smart.

VII. Răspundeți la întrebări conform modelului:

Model: Is it Nick's room? (Bill)
Yes, it is.
No, it isn't. It's Bill's room.

1. Is that Jane's daughter? (Mary) 2. Is this Mr. Brown's car? (Mr. Smith) 3. Is that Mary's handbag? (Ann) 4. Is that the typist's typewriter? (the secretary) 5. Are these the children's dictionaries? (the students) 6. Are those these ladies' papers? (those engineers) 7. Is this these economists' office? (those secretaries).

VIII. Traduceţi:

1. Pe rafturile bibliotecii din clasa noastră sunt o mulţime de cărţi. 2. Pereţii clasei noastre sunt albi. 3. Maşina aceea de scris nu este a ta, este a dactilografei, nu-i aşa? 4. Toate cărţile şi caietele copiilor sunt pe pupitrele lor. 5. Uşa camerei copiilor este închisă. 6. A cui este poşeta aceea, a Anei sau a Mariei? 7. Apartamentul familiei White are cinci camere, iar apartamentul familiei Brown are şase camere. 8. Fetiţa aceea este fiica prietenei tale? 9. Acesta este noul aparat de fotografiat al lui Bill? 10. Prietenii Anei au o nouă profesoară de engleză.

UNIT 8

WE CAN SPEAK ENGLISH

Can you speak English, Tom? Yes, I can, but only a little.

Can't you read lesson number two? Yes, I can.

Open the book on page 6 and read, please! Now, close your book and come to the blackboard. Take the chalk and write, please!

Can you write these words? Yes, I can.

Open the books and translate the exercise, please!

Can you count from one to ten? No, I cannot.

May I? Of course you may, Ann. Count, please!

One, two, three, four, five, six, seven, eight, nine, ten.

Thank you! Ann, repeat, please. Now, go back to your seat. Sit down!

Go from the desk to the window, Tom!

May I open the window? Yes, you may.

May I take your pencil? No, please don't. I still need it.

May I use your dictionary? Yes, you may.

Thank you very much.

May I leave now? No, you may not.

May I take your exercise-book? No, you may not.

Must we write all the new words? Yes, you must.

Must we learn two lessons? No, you needn't.

Don't translate now, write the exercise.

We must not speak Romanian during the English class.

VOCABULARY

to speak [tə 'spi:k] v. - a vorbi

a little [ə'litl] pron.nehot. - puțin

to read [təri:d] v. - a citi

number ['nʌmbə] s. - număr

to open [tə'oup(ə)n] v. - a deschide

to [tu:] prep. - la, către, spre (folosită după verbe de mișcare)

after ['a:ftə] prep. - după

to go on [tə'gou'ɔn] v. - a continua

to close [tə'klouz] v. - a închide

to come [tə'kʌm] v. - a veni
to take [tə'teik] v. - a lua
chalk [tʃɔ:k] s. - cretă
to write [tə'rait] v. - a scrie
word [wə:d] s. - cuvânt
to leave [tə'li:v] v. - a pleca, a părăsi
to count [tə'kaunt] v. - a număra
to repeat [tə'ripi:t] v. - a repeta
still [stil] adv. - încă
to need [tə'ni:d] v. - a avea nevoie
to use [tə'ju:z] v. - a folosi
to learn [tə'lə:n] v. - a învăța
during ['djuriŋ] prep. - în timpul
don't open [dount] - nu deschideți
text [tekst] s. - text
from...to [frɔm] - de la ... până la...
of course [əv'kɔ:s] - desigur
go back to your seat [si:t] - întoarceți-vă la locul dv.
sit down ['sit'daun] - stați jos
you must not - nu este voie, este interzis
you needn't ['ni:dnt] - nu este nevoie, nu este necesar, nu este cazul

GRAMMAR

MODAL VERBS
Verbele modale

Reguli	Exemple
Verbele modale defective: **can** [kæn, kən] - pot, sunt în stare, sunt capabil; **may** [mei] - pot, am voie, am permisiunea; **must** [mʌst, məst] - trebuie au următoarele caracteristici: - nu au particula "to" la infinitiv, - verbul care le urmează se folosește la infinitiv scurt; - la toate persoanele forma verbului este identică;	**can, may, must** I *can* count from one to ten - Pot să număr de la unu la zece. We *may* leave now - Putem să plecăm acum. They *must* write all the new words - Ei trebuie să scrie toate cuvintele noi. He *can* translate the text - El poate să traducă textul. She *may* open the window - Ea are voie să deschidă fereastra. He *must* learn this text - El trebuie să învețe acest text.

Reguli	Exemple
- interogativul, negativul și interogativ-negativul se formează ca la verbele "to be" și "to have".	*Can you* translate this exercise? - Poți să traduci acest exercițiu? I *may not* take her fountain-pen. - Nu am permisiunea să iau stiloul ei. *Mustn't we* write all the words? - Nu trebuie să scriem toate cuvintele?
- Forma negativă a verbului "can" se scrie într-un cuvânt: cannot ['kænət]	He *cannot* read this text - El nu poate să citească acest text.
- Forme contrase: can't [ka:nt] mayn't [meint] mustn't ['mʌsnt]	
- Verbul "may" la negativ exprimă lipsa permisiunii: nu este permis.	May I take your book? - Pot lua cartea ta? Yes, you may - Da, poți. No, you *may not* - Nu, nu îți permit (nu-ți dau voie).
- Verbul "must" la negativ exprimă interdicția: este interzis, nu este voie.	May we go now? - Avem voie să plecăm acum? No, you *mustn't* - Nu, este interzis.
- Lipsa necesității se exprimă prin "need not" (needn't): nu este necesar, nu este cazul.	Must we write all these exercises? Trebuie să scriem toate aceste exerciții? Yes, you must - Da, trebuie. No, you *needn't* - Nu, nu este necesar.

II. THE IMPERATIVE MOOD
Modul imperativ

Reguli	Exemple
- La persoana a II-a sg. și pl. imperativul afirmativ este identic cu infinitivul scurt al verbului.	Translate, please! - Tradu (traduceți), te (vă) rog!
- Pentru a forma negativul se folosește auxiliarul "don't"	*Don't open* the window, please! - Nu deschideți fereastra, vă rog!

III. THE NUMERAL
Numeralul

1	one	[wʌn]	6	six	[siks]
2	two	[tu:]	7	seven	['sevn]
3	three	[θri:]	8	eight	[eit]
4	four	[fɔ:]	9	nine	[nain]
5	five	[faiv]	10	ten	[ten]

EXERCISES

I. Răspundeţi la întrebări:

1. Can you speak English? 2. Can you read the text? 3. Can all the students translate? 4. Can Ann count from one to ten? 5. May I take your pencil? 6. May he use your dictionary? 7. Must we repeat after the teacher? 8. Must we translate this exercise? 9. Must I close the window? 10. Must we speak English during our English classes?

II. Treceţi următoarele propoziţii la interogativ, negativ şi interogativ-negativ:

1. We must repeat the text. 2. You may take the dictionary. 3. I must learn all the words. 4. I can translate the exercise. 5. We must leave now. 6. They may come. 7. We can count from one to ten.

III. Completaţi spaţiile libere cu prepoziţii sau adverbe:

1. Come ... the blackboard, please! 2. Can you count ... one ... ten? 3. Go ... your desk ... the window! 4. Must we write all the words ... our exercise-books? 5. There is a map ... the wall. 6. Go back ... your seat! 7. Open your book ... page 10. 8. You must not speak Romanian ... the English classes. 9. Repeat ... the teacher.

IV. Treceţi următoarele propoziţii la negativ:

1. Read the new text, please! 2. Shut your books, please! 3. Come to the blackboard, please! 4. Count from one to ten, please! 5. Repeat the new words, please! 6. Close the window, please! 7. Read lesson number 9, please! 8. Go to your seat, please! 9. Translate the texts, please! 10. Take my fountain-pen, please! 11. Leave the room, please! 12. Speak Romanian now!

V. Completați spațiile libere cu substantivele corespunzătoare. Dați mai multe variante unde este posibil:

1. You aren't all ... . 2. We are in the ... . 3. Come to the ... , please! 4. Take the ... and write on the ... . 5. Can you read the new ... ? 6. Don't open your ... . 7. Go back to your .... 8. Go to ... and shut it. 9. Take your ... and write, please! 10. Translate the ... , please! 11. May I use your ... ? 12. We must learn all the ... .

VI. Dați răspunsuri scurte, afirmative și negative la următoarele propoziții, conform modelului:

Model: Can you speak English?
Yes, I can.
No, I cannot.

1. Can you translate this text? 2. Can you write all the new words? 3. May I take your pencil? 4. Must we repeat all the words? 5. May we leave the room? 6. Can you count from one to ten? 7. Must I read the new text? 8. May I use your ball-point pen? 9. Must we write exercise number 9? 10. Can you read the lesson?

VII. Completați spațiile libere cu verbul modal corespunzător. Dați mai multe variante acolo unde este posibil:

1. You ... take my pencil. 2. ... you translate this exercise? 3. They ... learn all the new words. 4. You ... repeat all the words. 5. ... I open the window? 6. ... you count from one to ten? 7. ... I go back to my seat? 8. ... you read the new lesson? 9. ... we speak only English during the English classes? 10. You ... sit down.

VIII. Traduceți:

1. Putem scrie și traduce toate aceste texte. 2. Acum vino la tablă, te rog! 3. Pot să iau stiloul tău? Nu, am încă nevoie de el. 4. Trebuie să învățăm toate cuvintele acestea? 5. Pot să deschid fereastra? 6. Nu pot să deschid fereastra. 7. Deschideți caietele și scrieți, vă rog! 8. Nu știu (nu pot) să scriu acest cuvânt. 9. Pot să mă duc la loc? 10. Pot să stau jos? 11. Ana (știe) poate să citească textul; eu nu pot. 12. Știți (puteți) să numărați de la unu la zece? 13. Avem voie să plecăm? 14. Nu, nu este voie. 15. Nu repetați toate textele din carte!

UNIT 9
WHAT IS HE LIKE ?

Who is this man? This man is my friend. He is an economist.

What is he like? He is tall, young and handsome.

Who is that young woman? That young woman is Ann. She is my friend, too.

What is she like? She is thin and very beautiful indeed.

Whom can you see in this picture?

In this picture we can see a young woman studying in the library, and in picture number two we can see them in the park.

Whose is that handbag? Whose handbag is it? That is Mrs. White's handbag.

Give me your exercise-book, please! Give it to me!

To whom must you give your exercise-book? Who must you give your exercise-book to?

I must give this exercise-book to him, not to her, to them, not to you.

Which of these students is your friend? Which student is your friend?

Which of these books is yours? Which book is yours?

What actor is your favourite?

Don't ask us so many questions, please!

Give her my address, please! Send me your dictionary, please!
Ask him to repeat the question, please!
Give us an example, please!

VOCABULARY

whom [hu:m] pron.interog. - pe cine, pe care
him [him] pron.pers. - pe el, lui
young [jʌŋ] adj. - tânăr
handsome ['hænsəm] adj. - frumos
her [hə:] pron.pers. - pe ea, ei
indeed [in'di:d] adv. - într-adevăr, cu adevărat
you [ju:] pron.pers. - pe tine, pe voi (dv.), ție, vouă (dv.)
to study [tə 'stʌdi] v. - a studia
studying ['stʌdiiŋ] v. - studiind
library ['laibrəri] s. - bibliotecă
them [ðem] pron.pers. - pe ei (ele), lor
park [pa:k] s. - parc
to give [tə'giv] v. - a da
me [mi:] pron.pers. - pe mine, mie
it [it] pron.pers.neutru - pe el (ea), lui (ei)
to whom [tə'hu:m] pron.interog. - cui?
which [witʃ] pron.interog. - care dintre? care? pe care?
actor ['æktə] s. - actor
favourite ['feiv(ə)rit] s. - favorit, preferat
to ask [tə'a:sk] v. - a întreba
us [ʌs] pron.pers. - pe noi, nouă
question ['kwestʃən] s. - întrebare
to lend [tə'lend] v. - a da cu împrumut
address [ə'dres] s. - adresă
example [ig'za:mpl] s. - exemplu
for [fɔ:] prep. - pentru
to show [tə' ʃou] v. - a arăta
so many - atât de mulți, atât de multe

GRAMMAR

I. THE PERSONAL PRONOUNS IN THE DATIVE AND ACCUSATIVE CASE

Pronumele personale la cazurile dativ și acuzativ

Nominativ			Dativ	Acuzativ
sg.	I	I	(to) me	me
	II	You	(to) you	you
		He	(to) him	him
	III	She	(to) her	her
		It	(to) it	it

Nominativ			Dativ	Acuzativ
pl.	I II III	We You They	(to) us (to) you (to) them	us you them

Reguli	Exemple
În propoziţiile afirmative, ordinea cuvintelor este: 1. subiect 2. predicat 3. complement indirect 4. complement direct Dacă așezăm complementul direct înaintea celui indirect, complementul indirect va fi precedat de prepoziţia "to" și va fi accentuat. **N.B.** Când complementul direct este exprimat printr-un pronume personal, complementul direct precede întotdeauna complementul indirect.	S. P. C.I. C.D. You must give him an answer - Trebuie să-i dai un răspuns. S. P. C.D. C.I. I must give an answer to him. - Trebuie să-i dau un răspuns lui (și nu altcuiva)

II. INTERROGATIVE PRONOUNS AND ADJECTIVES
Pronumele și adjectivele interogative

Reguli	Exemple
1. Pentru persoane se folosesc următoarele pronume și adjective interogative: a) N. who? G. whose? D. (to) whom? Ac. whom?	*Who* is she? - Cine este ea? *Whose* is that pencil? (pron.) - Al cui este creionul acela? *Whose* pencil is it? (adj.) - Al cui creion este? *To whom* must you give the book? (pron.) - Cui trebuie să-i dai cartea?
b) which? (implică selecţia)	*Which* of those students is your friend? (pron.) - Care dintre studenţii aceia este prietenul tău? *Which* girl is your daughter? (adj.) - Care dintre fete este fiica ta?

Reguli	Exemple
c) what?	*What* is he? (pron.) - Ce este el? *What* actor is your favourite? (adj.) - Ce actor este favoritul tău?
2. Pentru animale și lucruri se folosesc următoarele pronume și adjective interogative:	
a) what?	*What* is this? (pron.) - Ce este aceasta? *What* can you say? (pron.) - Ce poți spune? *What* book is that? (adj) - Ce carte este aceea?
b) which? (implică selecția)	*Which* of these exercise-books is yours? (pron.) - Care dintre aceste caiete este al tău? *Which* exercise must we translate? (adj.) - Pe care dintre exerciții trebuie să-l traducem?

EXERCISES

I. Răspundeți la întrebări:

1. Who is that man? 2. What is he? 3. What is he like? 4. Who is that woman? 5. What is she like? 6. Whom can you see in the picture? 7. Whom can you see in the library? 8. What actor is your favourite? 9. To whom must you give my address? 10. Which exercises must we translate?

II. Înlocuiți cuvintele subliniate cu pronume. Schimbați ordinea cuvintelor acolo unde este posibil:

1. Ask *the students* another question. 2. Thank *the teacher* for the dictionary. 3. The boys can see *their friends* in the park. 4. Ann must give an answer to *Mrs. White*. 5. I must thank *my friend* for the book. 6. We must show *the children* their room. 7. Ask *John and Nick* where the library is. 8. Give *Nick and Ann* an answer. 9. Ann and Tom must show *the pictures* to John. 10. Ask *Mary and me* another question. 11. Don't lend *Nick and Ann* your books.

III. Completați spațiile libere cu prepoziții:

1. Which ... these young ladies is your friend? 2. ... whom must you give my address? 3. Whom can you see ... this picture? 4. Give it ... me, please! 5. ... picture number two I can see Ann and Tom. 6. They are ... the park. 7. I can see her studying ... the library. 8. Don't give the dictionary ... Ann, give it ... Mary. 9. Which ... these students can answer the question? 10. ... whom must you show our class-room?

IV. Înlocuiţi pronumele personale în cazul nominativ din paranteză cu pronume în cazurile dativ şi acuzativ:

1. Give the books to (she). 2. Lend (I) your dictionary! 3. Ask (he) another question. 4. I can see (they) in the park. 5. Don't ask (they) so many questions. 6. Give (we) another example, please! 7. Give (I) an answer to my question. 8. Thank (she) for the pictures. 9. I can see (you) reading in the library. 10. Show (I) your translation.

V. Completaţi spaţiile libere cu pronume interogative. Daţi mai multe variante acolo unde este posibil:

1. ... of these pencils is yours? 2. ... can you see in this picture? 3. ... is that handbag? 4. To ... must you give the address? 5. ... is your friend, an economist or a doctor? 6. ... is this man? 7. ... is he like? 8. ... of these ladies is your teacher? 9. To ... must you thank for it? 10. ... can you see in the park?

VI. Traduceţi:

1. Cine este prietenul tău? 2. Cum arată el? 3. El este înalt şi frumos sau scund şi gras? 4. Trebuie să-i arăt ce să scrie. 5. Pe cine vedeţi în tabloul numărul doi? 6. Cui trebuie să-i daţi un răspuns? 7. Îi vedem citind în bibliotecă. 8. Arătaţi-mi clasa dumneavoastră, vă rog. 9. Ale cui sunt cărţile acelea de pe raft? 10. Care dintre studenţi este prietenul tău? 11. Împrumută-i (lui) dicţionarul tău, te rog. 12. Mulţumeşte pentru dicţionar. 13. Trebuie să vă arăt ce să traduceţi. 14. Daţi-ne un răspuns la întrebare. 15. Nu-i da adresa noastră, te rog. 16. Puteţi să ne daţi un alt exemplu? 17. Ei sunt cu adevărat prieteni buni.

UNIT 10

WHAT COLOUR IS IT ?

I. What colour is the wall? The wall is white, it is not blue.

The ceiling is also white and the floor is yellow.

What colour is the door of this room? The door of this room is light brown. The windows are light brown, too.

Is that pencil red or dark blue? That pencil is red, it isn't dark blue.

This table is yellow, it is not green.

The grass is green, the sky is blue, the blackboard is black.

What is your favourite colour?

II. What is this table made of? This table is made of wood.

What may watches be made of? Watches may be made of gold, silver, nickel, steel or aluminium.

What is your watch made of? My watch is made of gold, it isn't made of nickel.

What is her handbag made of? Her handbag is made of leather, it is not made of plastic material.

What are books made of? Books are made of paper.

Is your dress made of silk, cotton or wool? My dress is made of wool. It isn't made of silk.

Those houses are made of brick and stone. They are not made of concrete.

Plates and cups are made of china, glass or metals.

What are the soles of your shoes made of? The soles of my shoes are made of leather, they aren't made of rubber.

III. Rooms may be bright or dark, large or small, pretty or ugly.

Houses may be big or small, high or low, new or old.

Persons may be young or old, strong or weak, fat or thin, tall or short, pleasant or unpleasant.

Mountains may be high or low, young or old.

Streets may be long or short, wide or narrow, dirty or clean.

Windows may be wide or narrow, open or shut.

Books may be good or bad, thick or thin.

Tables may be round, oval, square or rectangular.

An exercise may be easy or difficult.

They may be merry or sad, happy or unhappy.

We are always present, we are never absent. We are always early, we are never late.

VOCABULARY

shape [ʃeip] s. - formă

dark [da:k] adj. - întunecos, închis (despre culori)

small [smɔ:l] adj. - mic

low [lou] adj. - scund, jos

old [ould] adj. - vechi, bătrân

person ['pə:sn] s. - persoană

strong [strɔŋ] adj. - puternic

weak [wi:k] adj. - slab

street [stri:t] s. - stradă

long [lɔŋ] adj. - lung

wide [waid] adj. - lat, larg

narrow ['nærou] adj. - îngust

bad [bæd] adj. - rău

round [raund] adj. - rotund

square [skweə] adj - pătrat

rectangular [rek'tæŋgjulə] adj. - drept-unghiular

easy ['i:zi] adj. - ușor

difficult ['difikəlt] adj. - greu, dificil

always ['ɔlwəz] adv. - întotdeauna

never ['nevə] adv. - niciodată

merry ['meri] adj. - vesel, bine dispus

sad [sæd] adj. - trist

pretty ['priti] adj. - drăguț, plăcut

ugly ['ʌgli] adj. - urât

dirty ['də:ti] adj. - murdar

clean [kli:n] adj. - curat

happy ['hæpi] adj. - fericit

unhappy [ʌn'hæpi] adj. - nefericit

grass [gra:s] s. - iarbă

sky [skai] s. - cer

wood [wud] s. - lemn

gold [gould] s. - aur

silver ['silvə] s. - argint

leather ['leðə] s. - piele

paper ['peipə] s. - hârtie

silk [silk] s. - mătase

cotton ['kɔtn] s. - bumbac

wool [wul] s. - lână

brick [brik] s. - cărămidă

stone [stoun] s. - piatră

concrete ['kɔnkri:t] s. - beton

plate [pleit] s. - farfurie

cup [kʌp] s. - ceașcă

china ['tʃainə] s. - porțelan

sole [soul] s. - talpă

rubber ['rʌbə] s. - cauciuc

to be early [ə:li] - a sosi devreme

light green [lait] - verde deschis

what is this table made of? - din ce este făcută această masă

GRAMMAR

THE PREPOSITION
Prepoziția

Reguli	Exemple
Dacă, în mod normal, o propoziție interogativă începe cu un pronume interogativ precedat de o prepoziție, în limba vorbită, prepoziția trece la sfârșitul propoziției și se accentuează.	Of what is this table made? What is this table made *of*? - Din ce este făcută această masă? To whom must you give the book? Whom must you give the book *to*? - Cui trebuie să-i dai cartea?

EXERCISES

I. Răspundeți la întrebări:

1. What colour is the wall? 2. What colour are the windows in your classroom? 3. What is your favourite colour? 4. What may watches be made of? 5. What is your coat made of? 6. Is your house made of brick? Is it big or small? 7. Are the plates on the table made of china or of glass? 8. What shape is the table in your classroom? 9. Are these exercises easy or difficult? 10. Is she a weak or a strong person? 11. Are they always present?

II. Dați antonimul următoarelor adjective:

big, tall, large, dark, narrow, old, shut, good, thin, present, early, happy, sad, low, strong, fat, easy, early.

III. Completați spațiile libere

a) cu adjectivele corespunzătoare:

1. Persons may be ... . 2. Colours may be ... . 3. Houses may be ... . 4. Mountains may be ... . 5. Dictionaries may be ... . 6. Rooms may be ... . 7. Doors may be ... . 8. Texts may be ... . 9. Exercises may be ... . 10. Questions may be ... .

b) cu substantivele corespunzătoare:

1. My dress may be made of ... . 2. Watches may be made of ... . 3. Shoes may be made of ... . 4. Tables may be made of ... . 5. Plates and cups are made of ... . 6. Handbags may be made of ... .7. Fountain-pens may be made of ... .

IV. Dați negativul, interogativul și interogativ-negativul următoarelor propoziții:
1. The colour of this dress is light green. 2. The table in our classroom is rectangular. 3. That door is shut. 4. They are always present. 5. Tom is tall and thin. 6. Our classroom is large and bright.

V. Adăugați întrebări disjunctive la propozițiile date în exercițiul IV.

VI. Transformați următoarele propoziții conform modelului:

Model: To whom must you write?
Whom must you write to?

1. To whom must you lend the dictionary? 2. Of what are plates made? 3. To whom must you give this fountain-pen? 4. To whom must you show our library? 5. Of what is this watch made? 6. To whom must he write a letter?

VII. Dați pluralul următoarelor propoziții:
1. Is that table square or rectangular? 2. I am always present. 3. My house is made of concrete. 4. That classroom is bright. 5. My watch is made of gold. 6. Is her dress made of silk or cotton? 7. She is never absent. 8. Is that cup made of china? 9. This exercise is not easy. 10. He is young and handsome.

VIII. Traduceți:
1. Masa este dreptunghiulară sau pătrată? 2. Traducerea aceasta este ușoară, nu este grea, nu-i așa? 3. Cărțile noastre sunt groase, nu sunt subțiri. 4. Casa lor este din piatră sau din beton? 5. Din ce pot fi făcute farfuriile și ceștile? 6. Rochia ei cea nouă de mătase este foarte frumoasă și elegantă. 7. Noi suntem întotdeauna prezenți, nu lipsim niciodată. 8. Al cui este caietul acela albastru de pe pupitru? 9. Prietenii noștri au o casă mare și luminoasă. 10. Ei pot să răspundă la aceste întrebări. 11. Traducerea este întotdeauna grea, nu este ușoară. 12. Din ce este făcută poșeta ta?

UNIT 11

LET US LEARN ENGLISH

Here is our classroom. Behind the teacher's desk there is a blackboard and in front of it there are ten desks and a lot of chairs.

On the teacher's desk there is an English book and a piece of chalk. Under the teacher's desk there is a paper basket.

On the walls opposite the windows there is a map.

There are three lamps over the desks.

In the left-hand corner of the room there is a book-case. On the book-shelf near the door there are books and on the book-shelf on its right, a little below it, you can see some dictionaries. Above these book-shelves, on the wall, there is a picture. Next to the door there is a peg. Through the window we can see the street. The street is long and wide. Next door to our classroom is the school library.

— Mr. Brown, stand up, please! Come to the blackboard! Now you are at the blackboard. Take the chalk and write the word "pencil" on the blackboard, please! Thank you! Go back to your seat!

— Come in, please! Come into the classroom! Now you are in the classroom. Sit down, please! Look at the blackboard! Read the word on the blackboard, please! Thank you!

— Mr. Smith, take that book and give it to me! Take it from me and put it into the bag! Take it out of your bag and put it on the desk! Thank you!

— Mr. Black, take this map from the table and put it in front of us! Show us the map, please!

— Mr. Green, put on your overcoat and go to the door, please! Open the door! Go out into the passage!

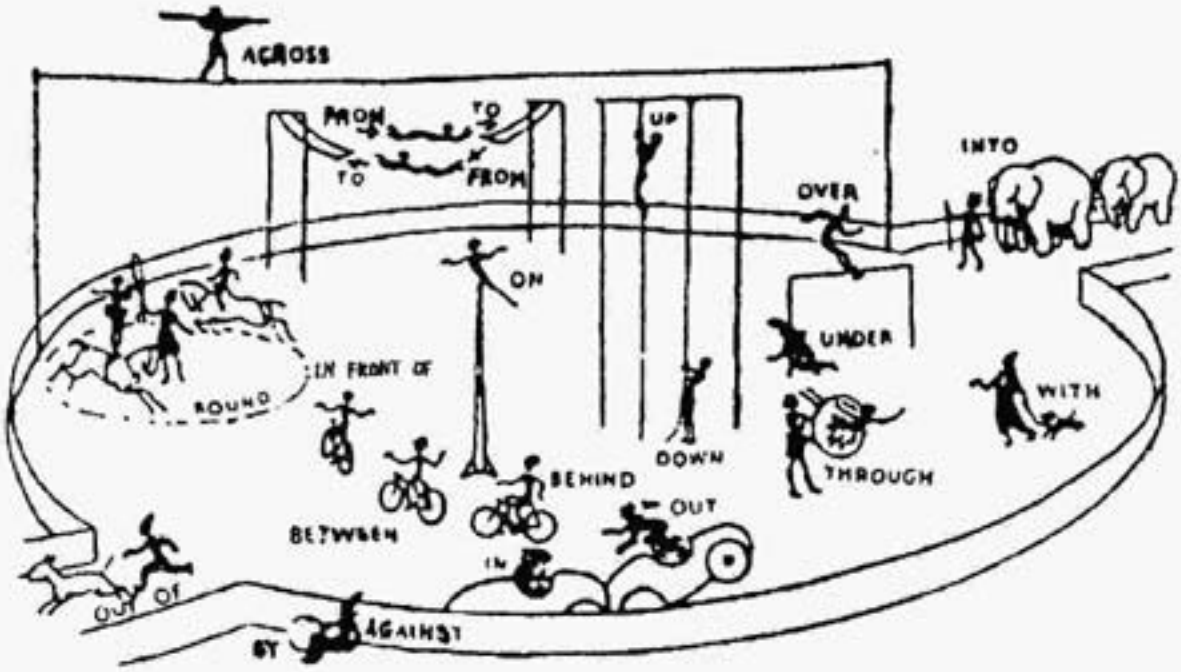
— Miss Reid, come in, please! Take off your coat, sit down and let us do the exercises.

VOCABULARY

behind [bi'haind] prep. - în spatele
between [bi'twi:n] prep. - între
piece [pi:s] s. - bucată
shelf [ʃelf] s. - raft
book-shelf ['bukʃelf] s. - raft cu cărți
under ['ʌndə] prep. - sub, dedesubtul
basket ['ba:skit] s. - coș
opposite ['ɔpəzit] prep. - în fața, vizavi
over ['ouvə] prep. - deasupra, peste
corner ['kɔ:nə] s. - colț
with [wið] prep. - cu
below [bi'lou] prep. - sub, dedesubt
above [ə'bʌv] prep. - deasupra, peste
peg [peg] s. - cuier
through [θru:] prep. - prin
people ['pi:pl] s. - oameni, popor
library ['laibrəri] s. - bibliotecă
to stand up [tə 'stænd'ʌp] - a se ridica în picioare
out [aut] adv. - afară
into ['intu] prep. - în (exprimă ideea de pătrundere)
to look at [tə'luk'æt] v. - a se uita la...
to put [tə'put] v. - a pune
up [ʌp] adv. - sus, în sus
down [daun] adv. - jos
overcoat ['ouvəkout] s. - mantou
in front of [frʌnt] - în fața
in the left-hand corner - în colțul din stânga
next to the door [nekst] - lângă ușă
on its right [rait] - la dreapta sa
next door to our classroom - prima cameră de lângă clasa noastră
go out into the passage ['pæsidʒ] - ieșiți pe coridor
to come in - a intra
in the middle of ['midl] - în mijlocul
to put something on [sʌmθiŋ] - a se îmbrăca cu ceva
to take out of ... - a scoate din
to take something off [ɔf] - a se dezbrăca de ceva, a scoate o haină
let's do! ['lets'du] - să facem!

GRAMMAR

I. SPACE PREPOSITIONS
Prepozițiile spațiale



II. THE IMPERATIVE MOOD
Modul imperativ

	Afirmativ	Negativ
	Let me go! Go! Let him go! Let her go! Let it go! Let us go! Go! Let them go!	Don't let me go! Don't go! Don't let him go! Don't let her go! Don't let it go! Don't let us go! Don't go! Don't go! Don't let them go!
Forme contrase	Let's go! Let'em go!	Don't let's go! Don't let'em go!

EXERCISES

I. Răspundeţi la întrebări:

1. Whose classroom is this? 2. What is there behind the teacher's desk? 3. What is there in front of the teacher's desk? 4. What is there on the teacher's desk? 5. What is there under the teacher's desk? 6. What can you see on the wall opposite the windows? 7. What is there in the left-hand corner of the classroom? 8. What can you see on the book-shelves? 9. What can you see above the book- shelves? 10. What can you see through the window? 11. What is there next door to our classroom? 12. Can the students read the words on the blackboard?

II. Completaţi spaţiile libere cu articole:

1. Come into ... classroom, please! 2. Look at ... blackboard! 3. Miss Brown, take ... book and give it to me. 4. Mr. Black, take ... map from ... table and put it in front of us. 5. Behind ... teacher's desk there is a blackboard. 6. There are three lamps over ... desks. 7. In ... left-hand corner of ... room there is a bookcase. 8. Above ... book-shelves, on ... wall there is a picture. 9. Through ... window we can see ... street. 10. Take ... book out of your bag and put it on ... table.

III. Următoarele prepoziţii au fost omise. Completaţi spaţiile libere:

to, from, of, on, in, under, *at*, over, through

1. ... the teacher's desk there is an English book and a piece of chalk. 2. Look *at* the blackboard. 3. ... the teacher's desk there is a paper basket. 4. There are three lamps ... the desks. 5. ... the book-shelves, ... the wall there is a picture. 6. ... the window we can see the street. 7. Come ... the blackboard! 8 Take the book ... the shelf and put it ... your bag. 9. There are many people ... the street. 10. Show the map ..., them not ... us.

IV. Următoarele verbe au fost omise din textul de mai jos. Completaţi spaţiile libere.

count, write, go, open, come, put, translate, lend, look

1. ... from one to ten!
2. ... in, please!
3. ... your book and ... exercise number ten!
4. ... to the door, please!
5. ... on your overcoat.
6. ... them the dictionary!

7. ... the new words in your exercise-books.

8. ... at the blackboard, please!

V. Treceţi următoarele propoziţii la negativ:

1. Let's translate the new text! 2. Let him count from one to ten! 3. Let him go to the blackboard! 4. Let her read the lesson! 5. Let's repeat all the words! 6. Open the door, please! 7. Let me ask you a question! 8. Let them go out into the park! 9. Let her write the new words on the blackboard! 10. Let him put the map on the wall! 11. Let him answer now. 12. Let them ask those questions.

VI. Descrieţi clasa.

VII. Traduceţi:

1. Nu închideţi cărţile, citiţi mai departe, vă rog! 2. În faţa pupitrelor studenţilor este biroul profesorului. 3. Deasupra ferestrelor sunt trei lustre. 4. Coşul de hârtii este sub biroul profesorului. 5. Unde este biblioteca şcolii? 6. Ia te rog o bucată de cretă şi scrie exerciţiul pe tablă. 7. Închideţi cărţile şi repetaţi după profesor. 8. Nu puneţi scaunul acela în mijlocul clasei! 9. Vizavi de şcoala noastră este un parc frumos. 10. Prietenii noştri nu sunt în parc, sunt la ora de engleză.

UNIT 12

TELLING THE TIME

There are one thousand years in a millennium, one hundred years in a century and ten years in a decade.

A year has 12 months or 52 weeks. The names of the months of the year are of Latin origin: January, February, March, April, May, June, July, August, September, October, November and December. A month has 30 or 31 days. February has 28 days in an ordinary year and 29 days in a leap year.

There are four weeks in a month, fourteen days and nights in a fortnight and seven days in a week: six week (working) days and a holiday. The names of the days of the week are of English (Saxon) origin: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

The day before today is yesterday and the day before yesterday is called the day before yesterday; the day after today is tomorrow and the day after tomorrow is called the day after tomorrow.

A day has 24 hours. The moments of the day are: morning, noon (midday), afternoon, evening, midnight and night.

There are two twelve-hour periods in a day. They are: a.m. (Latin ante meridiem, or in the morning), and p.m. (Latin post meridiem, or in the afternoon).

We can tell the time by a clock or a watch.

An hour has 60 minutes and a minute has 60 seconds. There are 39 minutes in a half an hour and 15 minutes in a quarter of an hour.

Ann Please look at the clocks in the picture! Can you tell me the time?

Bob Of course, I can: it is five(minutes) past three. It is ten (minutes) past four. It is twenty-five (minutes) past six. It is twenty-five (minutes) to seven. It is a quarter to nine. It is ten o'clock sharp.

Ann Have you got a watch?

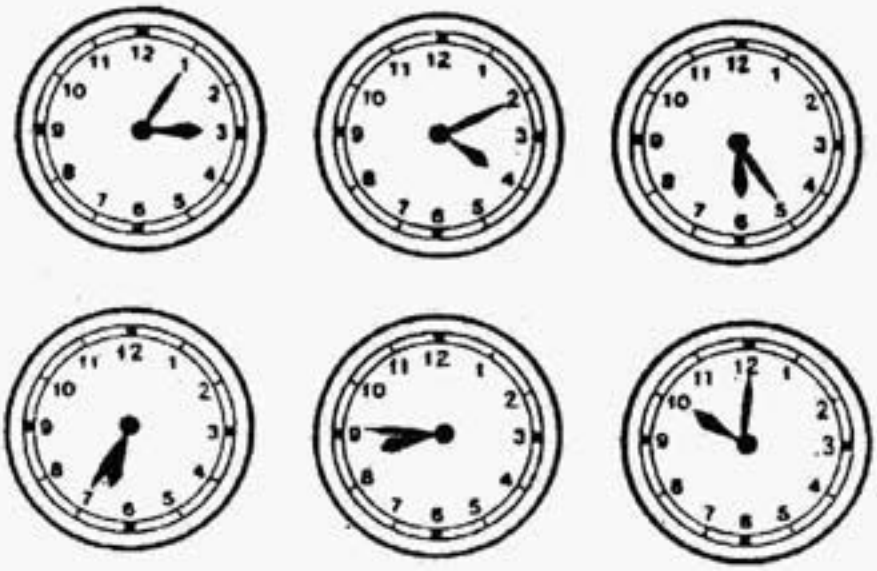
Bob Yes, I have.

Ann What time is it by your watch?

Bob By my watch it is twenty-five to two, but my watch is fast. It is five minutes fast. The clock on the wall of the classroom is right.

Ann So, the right time is half past one. What day is it today? (What's the date today?)

Bob Today is the fifteenth of November, 199... . It's November the 15th, 199... .



Ann When is your birthday?

Bob It's on the 26th of May.

Ann What's today? (What day is it?)

Bob It's Friday. Today is Friday.

Ann When have you got your English classes?

Bob We've got our English classes on Monday, Wednesday and Friday at 8 o'clock in the morning.

VOCABULARY

time [taim] s. - timp

year [jə] s. - an

millennium [mi'leniəm] s. - mileniu

century ['sentʃəri] s. - secol

month [mʌnθ] s. - lună

week [wi:k] s. - săptămână

night [nait] s. - noapte

fortnight ['fɔ:tnait] s. - o perioadă de două săptămâni

weekday (working day) ['wi:kdei] s. - zi lucrătoare

holiday ['hɔlidei] s. - sărbătoare

before [bi'fɔ:] prep. - înainte de, dinaintea (temporal)

yesterday ['jestədi] adv. - ieri

after ['a:ftə] prep. - după, în urma

tomorrow [tə'mɔrou] adv. - mâine

leap year [li:p] - an bisect

hour ['auə] s. - oră

noon [nu:n] s. - amiază

midday ['middei] - amiază

midnight ['midnait] s. - miezul nopții

clock [klɔk] s. - ceas (de perete, de masă)

half [ha:f] s. - jumătate

quarter ['kwɔ:tə] s. - sfert

past [pa:st] prep. - trecut de (temporal)

to [tu:] prep. - până (la) (temporal)

so [sou] conj. - așadar, prin urmare

date [deit] s. - dată

birthday ['bə:θdei] s. - zi de naştere
is called [kɔ:ld] - este numit, se numeşte
to tell the time - a spune cât este ceasul
from ... till .... [frɔm ... til] - de la ... până la (temporal)
it is ten o'clock sharp [ʃa:p] - este ora zece fix
what time is it by your watch? - cât este ora după ceasul tău?
my watch is wrong (is not correct) - ceasul meu nu merge bine
is your watch fast? - ceasul tău merge înainte?
is your watch slow? - ceasul tău rămâne în urmă?
the right time - ora exactă

Latin ['lætin]

January ['dʒænjuəri]
February ['februəri]
March [ma:tʃ]
April ['eipr(ə)l]
May [mei]
June [dʒu:n]
July [dʒu:lai]
August ['ɔ:gəst]
September [sep'tembə]
October [ok'toubə]
November [nou'vembə]
December [di'sembə]

Saxon [sæksn]

Sunday ['sʌndi]
Monday ['mʌndi]
Tuesday ['tju:zdi]
Wednesday ['wenzdi]
Thursday ['θə:zdi]
Friday ['fraidi]
Saturday ['sætədi]

VOCABULARY PRACTICE

1. Răspundeţi la întrebări exersând vocabularul adiţional:

When asking the time we can say:
What time is it, please?
What's the time by your watch?
Can you tell me the right time, please?
Can you tell me what time it is?
What time is it now?
What's the time now?
Please, tell me the time.
Would you please tell me the time?

2. What are the possible answers to these questions?

The possible answers are:

It's eight o'clock sharp; it's about eight; it's nearly eight; it's almost eight; it's not yet eight; it's shortly after eight; it's a few minutes after eight. Can we say three fifteen, five thirty, eight forty-five instead of a quarter past three, half past five or a quarter to nine? Yes, you can, when telling the times of trains or aeroplanes. How can you tell the difference between twelve o'clock in the day and twelve dclock at night? Twelve o'clock at night is "midnight"; after midnight, when telling the time, we can add the letters a.m.; twelve o'clock in the daytime is "midday" or "noon". After midday, when telling the time, we can add the letters p.m.

Go round the clock!

3. What are the four rules?

The four rules are: addition, subtraction, multiplication and division.

How much is six plus thee?

Six plus three or six added to three is nine.

How much is six minus three?

Six minus three or three (subtracted) from six is three.

How much is six multiplied by three?

Six multiplied by three or six times three is eighteen.

How much is six devided by three?

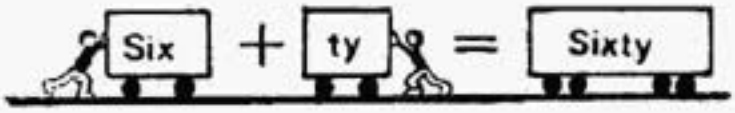
Six devided by three is two.

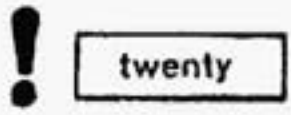
GRAMMAR

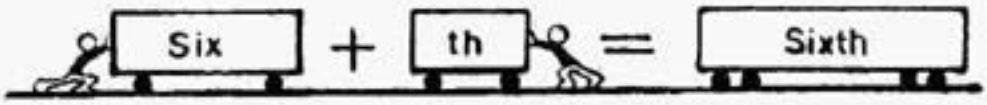
THE NUMERAL
Numeralul

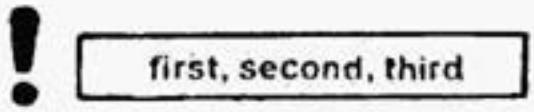
Numerale cardinale	Numerale ordinale
1 one	the first
2 two	the second
3 three	the third
4 four	the fourth
5 five	the fifth
6 six	the sixth
7 seven	the seventh
8 eight	the eighth
9 nine	the ninth
10 ten	the tenth
11 eleven	the eleventh
12 twelve	the twelfth
13 thirteen	the thirteenth
14 fourteen	the fourteenth
15 fifteen	the fifteenth
16 sixteen	the sixteenth
17 seventeen	the seventeenth
18 eighteen	the eighteenth
19 nineteen	the nineteenth
20 twenty	the twentieth
21 twenty-one	the twenty-first
22 twenty-two	the twenty-second
30 thirty	the thirtieth
35 thirty-five	the thirty-fifth
40 forty	the fortieth
50 fifty	the fiftieth
60 sixty	the sixtieth
70 seventy	the seventieth
80 eighty	the eightieth
90 ninety	the ninetieth
100 a (one) hundred	the hundredth
101 a (one) hundred and one	the hundred and first
125 a (one) hundred and twenty five	the hundred and twenty-fifth
200 two hundred	the two hundredth
300 three hundred	the three hundredth
500 five hundred	the five hundredth

Numerale cardinale	Numerale ordinale
733 seven hundred and thirty-three	the seven hundred and thirty-third
1,000 a (one) thousand	the thousandth
1,005 a (one) thousand and five	the one thousand and fifth
3,246 three thousand two hundred and forty-six	the three thousand two hundred and forty-sixth
10,000 ten thousand	the ten thousandth
67,384 sixty-seven thousand three hundred and eighty-four	the sixty-seven thousand three hundred and eighty-fourth
584,267 five hundred and eighty-four thousand two hundred and sixty-seven	the five hundred and eighty-four thousand two hundred and sixty-seventh
1,000,000 a (one) million	the millionth









Reguli	Exemple
1. Numerale cardinale a. Formare	
- numeralele între 13 și 19 se formează cu ajutorul sufixului ***-teen***;	six - six***teen*** nine - nine***teen***
- numeralele 20, 30, 40 ... 90 se formează cu ajutorul sufixului ***-ty***;	six - six***ty*** nine - nine***ty***
- prezintă particularități ortografice următoarele numerale:	th***ir***teen, fi***f***teen, eig***h***teen, twenty, thi***r***ty, fo***r***ty, fi***f***ty, eig***h***ty
- între zeci și unități se pune liniuță;	twenty-one thirty-five
- între sute și zeci sau între sute și unități se pune conjuncția ***"and"***;	four hundred ***and*** twenty-five (425) two hundred ***and*** two (202)
- numeralele ***"hundred"***, ***"thousand"*** și ***"million"*** nu se folosesc la plural după un numeral cardinal;	three hundred and one (301) four thousand five hundred and thirty-one (4,531)
- punctul care se folosește în limba română pentru a separa cifrele este înlocuit cu virgulă.	1,324,526
b. Întrebuințare	
- pentru a exprima ora;	3:20. - It's twenty (minutes) past three - este ora trei și douăzeci (de minute)
- pentru a exprima anii.	1984 - nineteen hundred and eighty-four sau, în limba vorbită, se preferă forma nineteen eighty-four
2. Numeralele ordinale a. Formare	
- se formează adăugând sufixul ***-th*** la numeralul cardinal corespunzător (cu excepția numeralelor 1, 2, 3);	four - the four***th*** six - the six***th***
- prezintă particularități ortografice următoarele numerale:	the fi***fth***, the eig***hth***, the nine***th***, the twel***fth***
- la numeralele terminate în ***-ty***, ***-y*** se transformă în ie și adaugă ***-th***;	twenty - the twentie***th***
- numeralul ordinal este precedat de articolul hotărât ***"the"***;	***the*** first, ***the*** second
- în cazul numeralelor compuse, numai ultima cifră este un numeral ordinal.	235th - the two hundred and thirty-***fifth***
b. Întrebuințare - pentru a exprima data.	Today it is the first of January 1984 - Astăzi este 1 ianuarie 1984.

EXERCISES

I. Răspundeți la întrebări:

1. How many years are there in a century? 2. How many days are there in a year? 3. How many months are there in a year? 4. How many weeks are there in a month? 5. How many days are there in a month? 6. How many days are there in a week? 7. What are the months of the year? 8. What are the days of the week? 9. Which is the first day of the week? 10. Which is the fifth month of the year? 11. Which month is November? 12. What time is it? 13. Is your watch right or wrong? 14. What day is it today? 15. What date is it? 16. When is your birthday?

II. Următoarele prepoziții au fost omise. Completați spațiile libere.

of, before, by ,
at, on, in

1. The names *of* the months ... the year are ... Latin origin.
2. There are ten years ... a decade.
3. The day ... today is yesterday.
4. We can tell the time ... a clock or a watch.
5. There are 30 minutes ... half an hour.
6. ... my watch it is five minutes ... two.
7. We have got our English classes ... Friday.
8. How much is six multiplied ... three?
9. Twelve o'clock ... the daytime is midday.
10. Twelve o'clock ... night is midnight.
11. My birthday is ... the 20th ... June.

III. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. I've got a new watch. 2. It is eight o'clock sharp. 3. My watch is ten minutes slow. 4. Today it is my birthday. 5. The clock on the wall is wrong.

IV. Adăugați întrebări la propozițiile date în exercițiul III.

V. Completați următoarele propoziții:

1. February has 29 days in ... . 2. There are fourteen days and fourteen nights in a ... . 3. The moments of the day are ... . 4. In a millennium there are ... . 5. In a month there are ... . 6. In a century there are ... . 7. There are 52 weeks in ... . 8. In an hour there are .... 9. In a minute there are ... . 10. There are twelve months in ... .

VI. Citiţi şi traduceţi:

Thirty days have September,
April, June and November;
All the rest have thirty-one
Excepting February alone
Which has but twenty-eight days clear
And twenty-nine in each leap year.

VII. Traduceţi:

1. Sunt 7 zile într-o săptămână, 4 săptămâni într-o lună, 12 luni într-un an, 10 ani într-un deceniu, 100 de ani într-un secol şi 1000 de ani într-un mileniu. 2. Ce dată este astăzi? 3. Numele zilelor săptămânii sunt de origine saxonă, iar numele lunilor anului sunt de origine latină. 4. Care este a zecea lună a anului, dar a treia? 5. Care este a şaptea zi a săptămânii, dar a patra? 6. În anii bisecţi februarie are 29 de zile. 7. O oră are 60 de minute şi un minut are 60 de secunde. 8. Într-o jumătate de oră sunt 30 de minute, iar într-un sfert de oră sunt numai 15 minute. 9. Suntem în secolul al XX-lea. 10. Într-o săptămână sunt şase zile lucrătoare şi o sărbătoare. 11. Când este ziua ta de naştere?

UNIT 13

WE ARE HAVING OUR ENGLISH CLASS

1. It is Friday morning. We are having our English class. The teacher is explaining a new grammar rule. He is teaching us the Present Tense Continuous Aspect. He is writing some exemples on the blackboard. What are we doing? We are looking at the sentences on the blackboard and listening to the teacher's explanations. What are we going to do next? Next, we are going to write down the sentences in our exercise-books.

2. A fellow student who is late is opening the door. May I come in, please? Of course, you may. Now he is going to his seat, is sitting down, is taking his English book and exercise-books out of his portfolio and is putting them on his desk. Next, we are going to practise in the language laboratory.

3. Look at this picture! Are we sitting or standing? We are sitting. The young woman whom you can see standing is Miss Ann. What is she doing? She is reading. Is Miss Ann reading the newspaper? No, she isn't. Miss Ann is reading a new lesson. Next, she is going to retell it. We are going to talk about the text. The text about which we are going to talk is very easy. Next, we are going to write a report on it.

4. What are we doing now? We are having a test in English. We are writing a dictation. The teacher is dictating the text slowly, sentence by sentence. Next, we are going to put down the pens and close our exercise-books. The man to whom we are going to hand our exercise-books is our teacher, who is going to correct our texts.

Mary What is the teacher doing?

John He is calling the roll. Nobody is missing. We are all present. Next, he is going to ask the questions and we are going to answer them.

Mary What is your friend doing?

John She is reading a text. Next, she is going to write down the new words.

Mary What is the gentleman in front of you doing?

John He is translating a text from Romanian into English.

Mary What is the lady on your left doing?

John The lady on my left is learning a grammar rule.

Mary And what are your people at home doing?

John My wife is reading the newspaper, my son is doing his homework and my little daughter is playing with her favourite toys.

VOCABULARY

to do [tə'du] v. - a face

that [ðæt] pron.rel. - care

to explain [tuiks'plein] v. - a explica

to teach [tə'ti:tʃ] v. - a preda, a învăța pe cineva, ceva

sentence ['sentəns] s. - propoziție, frază

to listen to [tə'lisn'tu:] v. - a asculta la ...

explanation ['explə'neiʃ(ə)n] s. - explicație

to be going to [təbi'gouiŋ'tu:] - a urma să, a intenționa să, a avea de gând să

next [nekst] adv - apoi, după aceea

to practise [tə'prəktis] v. - a exersa

portfolio [pɔ:t'fouljou] s. - servietă

newspaper ['nju:s'peipə] s. ziar

to retell [tə'ri:'tel] v. - a repovesti

to talk [tə'tɔ:k] v. - a vorbi, a sta de vorbă

about [ə'baut] prep. - despre

report [ri'pɔ:t] s. - referat

dictation [dik'teiʃ(ə)n] s. - dictare

to dictate [tədik'teit] - a dicta

slowly ['slouli] adv. - încet, rar

to hand in [tə'hænd'in] v. - a preda, a înmâna

to correct [təkə'rekt] v. - a corecta

nobody ['noubədi] pron.nehot. - nimeni

to miss [tə'mis] v. - a lipsi, a absenta

because [bi'kɔz] conj. - pentru că, fiindcă

to cook [tə'kuk] v - a găti

to garden [tə'ga:dn] v. - a lucra în grădină

homework ['houmwə:k] s. - temă

while [wail] conj. - în timp ce, pe când

to play [tə'plei] v. - a se juca

interesting ['intristiŋ] adj. - interesant

grammar problem ['græmə'prɔbləm] problema de gramatică

to take notes [nouts] - a lua notițe

language laboratory ['læŋgwidʒ lə'bɔrət(ə)ri] - laborator audiovizual

to call the roll [tə'kɔ:lðə'roul] - a striga catalogul

at home [ət'houm] - acasă

GRAMMAR

I. THE RELATIVE PRONOUNS
Pronumele relative

Reguli	Exemple
1. Pentru persoane se folosesc următoarele pronume relative:	
a) N. who (care)	The student ***who*** is writing on the blackboard is my friend. - Studentul care scrie pe tablă este prietenul meu.
G. whose (al, a, ai, ale cărui/cărei,căror)	The boy ***whose*** book is open is Tom. - Băiatul a cărui carte este deschisă este Tom.
D. (to) whom (căruia, căreia, cărora)	The lady ***to whom*** we are going to hand in our reports is Mrs. White. - Doamna căreia îi vom înmâna rapoartele noastre este Dna White.
	The young man (***whom***) you can see dictating is our teacher. - Tânărul pe care îl poţi vedea dictând este profesorul nostru.
b) that (restrictiv)	The young woman ***that*** is answering the teacher's questions is Ann. - Tânăra care răspunde întrebărilor profesorului este Ann.
2. Pentru animale şi lucruri se folosesc următoarele pronume relative:	
a) whose sau, altfel exprimat	The fountain-pen ***whose*** colour is blue is mine. - Stiloul a cărui culoare este albastră este al meu.
b) which	The fountain-pen the colour of ***which*** is blue is mine.
	The exercise ***which*** is on page 40 is very difficult. - Exerciţiul care se află la pagina 40 este foarte greu.
c) that	The classroom (***that***) you can see in this picture is large and bright. - Clasa pe care o vedeţi în acest tablou este mare şi luminoasă.

Reguli	Exemple
d) what	***What*** we are learning here is very interesting. - Ceea ce învățăm aici este foarte interesant. The text (***that***) I am translating is easy. - Textul pe care îl traduc este ușor.
Dacă pronumele relativ este precedat de o prepoziție, pronumele relativ este omis iar prepoziția se așază la sfârșitul propoziției și se accentuează.	The text about ***which*** we are going to report is not difficult. The text we are going to report ***about*** is not difficult. - Textul despre care urmează să relatăm nu este greu. The young man to ***whom*** she is giving the pencil is our new colleague. The young man she is giving the pencil ***to*** is our new colleague. - Tânărul căruia ea îi dă creionul este noul nostru coleg.

II. THE INDEFINITE PARTICIPLE
Participiul nedefinit

Reguli	Exemple
- Se formează adăugând terminația ***-ing*** la infinitivul scurt al verbului de conjugat Când primesc terminația ***-ing***,	to read - read***ing*** (a citi - citind)
- verbele terminate în "***-e***" pierd acest ***e*** final;	to come - com***ing*** (a veni - venind)
- verbele monosilabice terminate într-o consoană precedată de o singură vocală scurtă dublează consoana finală;	to sit - sit***ting*** (a sta jos - stând jos)
- verbele plurisilabice terminate într-o consoană precedată de o singură vocală scurtă dublează consoana finală numai dacă accentul cade pe ultima silabă;	to prefer - prefer***ring*** (a prefera - preferând)
- verbele terminate în "l" dublează consoana finală indiferent de accent;	to travel - travel***ling*** (a călători - călătorind)
- în cazul verbelor terminate în "***y***", y rămâne neschimbat indiferent dacă este precedat de consoană sau vocală;	to try - trying (a încerca - încercând) to play - playing (a juca - jucând)
- verbele terminate în ***-ie*** transformă această terminație în ***y***.	to lie - lying (a zăcea - zăcând)

III. THE PRESENT TENSE, CONTINUOUS
Timpul prezent continuu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I am listening You are listening He is listening She is listening It is listening We are listening You are listening They are listening	I am not listening You are not listening He is not listening She is not listening It is not listening We are not listening You are not listening They are not listening	Am I (not) listening? Are you (not) listening? Is he (not) listening? Is she (not) listening? Is it (not) listening? Are we (not) listening? Are you (not) listening? Are they (not) listening?
Forme contrase	I'm listening you're listening he's listening she's listening it's listening we're listening you're listening they're listening	I'm not listening you're not (you aren't) listening he's not (he isn't) listening she's not (she isn't) listening it's not (it isn't) listening we're not (we aren't) listening you're not (you aren't) listening they're not (they aren't) listening	Aren't you listening? Isn't he listening? isn't she listening? isn't it listening? aren't we listening? aren't you listening? aren't they listening?

Reguli	Exemple
I. Formare Se formează din timpul prezent al verbului auxiliar "to be" şi participiul nedefinit al verbului de conjugat.	I ***am listening*** - Ascult (în momentul de faţă)
II. Întrebuinţare Este folosit pentru a exprima:	
- o acţiune de durată, în curs de desfăşurare în momentul vorbirii	What ***are*** you ***doing***? - Ce faceţi (în momentul de faţă)? The teacher ***is dictating*** a text. - (Acum) profesorul dictează un text.
- o acţiune care urmează să aibă loc într-un viitor apropiat de momentul vorbirii.	I ***am doing*** my homework in the afternoon. - Am să-mi fac temele după amiază.

Reguli	Exemple
Pentru a exprima două acțiuni de durată, în curs de desfășurare în momentul vorbirii, folosim timpul prezent continuu în ambele propoziții	While the teacher ***is explaining*** the rule, we ***are writing*** the sentences in our exercise-books.- În timp ce profesorul explică regula, noi scriem propozițiile în caietele noastre.

IV. THE NEAR FUTURE
Viitorul apropiat

Reguli	Exemple
I. Formare Se formează cu prezentul continuu al verbului "to go" și infinitivul lung al verbului de conjugat.	I am going to read. - Am de gând (intenționez) să citesc.
Fiind un timp compus, format cu ajutorul auxiliarului "to be", va forma interogativul, negativul și interogativ-negativul ca și verbul "to be".	***Is she going*** to dictate? - Urmează ea să dicteze? She ***is not going*** to dictate. - Ea nu urmează să dicteze. ***Is she (not) going*** to dictate? - (Nu) urmează ea să dicteze?
Este folosit pentru a exprima o acțiune pe care intenționăm să o desfășurăm într-un viitor apropiat de momentul vorbirii. Folosirea acestui timp are implicații modale, exprimând intenția, probabilitatea.	I ***am going*** to close the window, it'***s going*** to rain. - Am de gând să închid fereastra, (urmează) o să plouă.

EXERCISES

I. Răspundeți la întrebări:

1. What are we doing? 2. What is the teacher explaining? 3. What is he writing on the blackboard? 4. What are we looking at? 5. What are we listening to? 6. Are we sitting or standing? 7. Who is standing? 8. What is our fellow-student taking out of his portfolio? 9. Where are we going to practise the new grammar rule? 10. What is Miss Ann reading? 11. What are we going to talk about? 12. To whom are we going to hand in our tests? 13. Who is going to correct them?

II. Următoarele prepoziții au fost omise din textul de mai jos. Completați spațiile libere.

at about out to
of into by from
with ***on*** in

1. The teacher is writing some examples ***on*** the blackboard.
2. We are looking ... the sentences ... the blackboard.
3. They are going to practise the new grammar rule ... the language laboratory.
4. Our fellow-student is going ... his seat.
5. Tom is taking his exercise-book ... ... his portfolio.
6. We are going to write a report ... the new text.
7. The teacher is going to dictate the text sentence ... sentence.
8. We are going to talk ... this text.
9. Ann is translating a text ... Romanian ... English.
10. The lady ... my left is reading a newspaper.
11. What are your people ... home doing?
12. My little daughter is playing ... her toys.

III. Scrieți participiul nedefinit al următoarelor verbe:

to open, to do, to put, to go, to dictate, to play, to close, to write, to have, to lie, to cry, to take, to give, to study, to look, to shut, to practise, to read.

IV. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. We are speaking. 2. Nick is shutting the door. 3. Mary is reading a new text. 4. The students are going to talk about the new text. 5. You are opening the window. 6. They are translating a text. 7. My little daughter is playing with her toys.

V. Completați spațiile libere cu verbul cerut de sens la timpul Prezentul Continuu:

1. A student ... some sentences on the blackboard.
2. We ... to write them down in our exercise-books.
3. The teacher ... a new grammar problem.
4. I ... to the teacher's explanations.
5. We ... at the blackboard.

6. He ... from ten to twenty.
7. I ... a text from Romanian into English.
8. The students ... in the language laboratory.
9. The teacher ... our tests.
10. I ... an English newspaper.
11. He ... the text sentence by sentence.

VI. Transformați următoarele propoziții conform modelului:

Model: He is doing his homework.
He is going to do his homework.

1. She is reading a text. 2. He is putting his portfolio into his desk. 3. The students are repeating sentence by sentence. 4. Nick is translating a text from Romanian into English. 5. We are taking notes. 6. The student is writing a report. 7. My son is learning English. 8. They are talking about the new text. 9. The teacher is explaining a new grammar rule.

VII. Completați spațiile libere cu pronumele relativ corespunzător; omiteți pronumele relativ unde este posibil:

1. The student ... is answering the questions is my friend.
2. The lady ... you can see speaking is our teacher.
3. The text about ... we are going to talk is very easy.
4. The person to ... explanations we are listening is our new teacher.
5. The rule ... he is explaining is very difficult.
6. The young woman ... is shutting the door is a secretary.
7. The man about ... we are talking is an engineer.
8. The young man to ... she is speaking is our new colleague Tom.
9. ... I am reading is very interesting.
10. The room ... windows are open is our classroom.
11. The lady ... name is Ann is an economist.

VIII. Înlocuiți pronumele relativ restrictiv din următoarele propoziții cu un alt pronume relativ, acolo unde este posibil:

1. The lady that is writing some words on the blackboard is Jane.
2. The dictionary that you can see on the table is my friend's, not mine.
3. The young woman that is typing a report is our secretary.
4. The house that is made of brick is my father's.
5. The men that we can see in the library are our fellow- students.
6. The window that is open is the window of our classroom.

IX. Traduceţi:

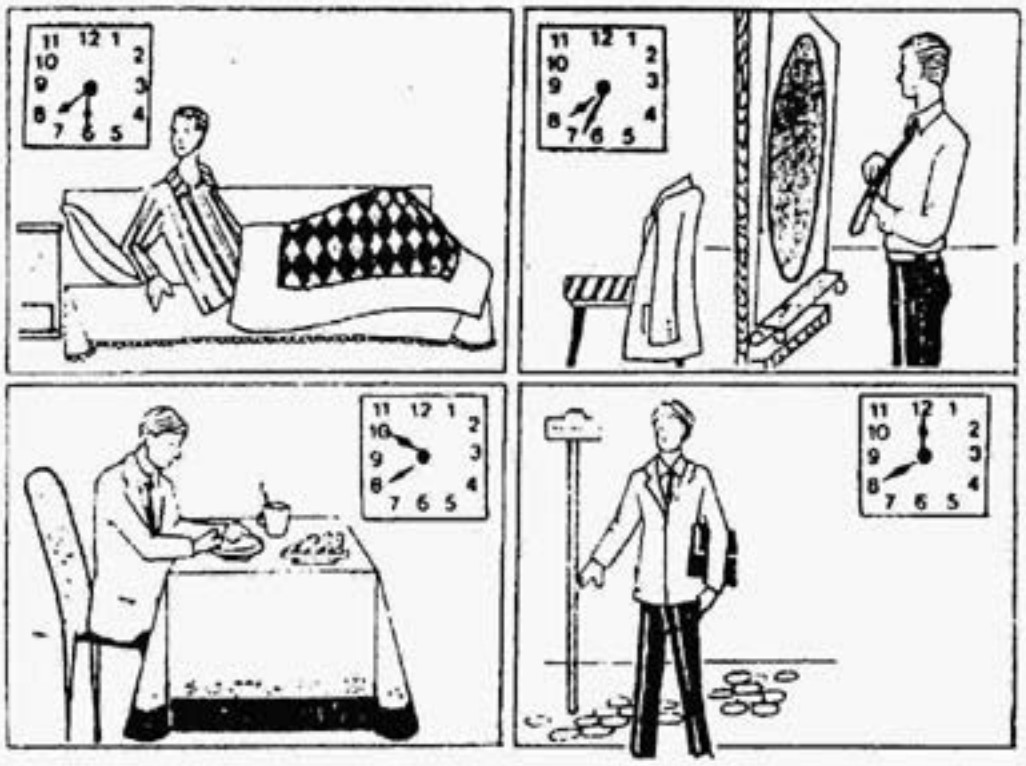
Ann Veniţi sau plecaţi, domnule Smith?
Nick Vin, nu plec.
Ann Ce faceţi, citiţi?
Nick Nu, nu citesc. Scriu.
Ann Ce scrieţi?
Nick Scriu nişte propoziţii.
Ann Cu ce scrieţi?
Nick Scriu cu o bucată de cretă.
Ann Cu ce scrie domnul Brown?
Nick El scrie cu stiloul.
Ann Domnul Brown scrie pe tablă?
Nick Nu, el nu scrie pe tablă; el scrie pe o coală de hârtie.
Ann Cine scrie pe tablă?
Nick Studenţii scriu.
Ann Ce o să faceţi după aceea?
Nick După aceea am să mă duc la locul meu.
Ann Ce veţi face după amiază?
Nick Intenţionez să citesc la bibliotecă.

UNIT 14

TOM'S EVERYDAY ACTIVITIES

It is a quarter to seven in the morning. Tom gets out of bed, opens the window and does his morning exercises in front of his open window.

Next, he goes into the bathroom. He brushes his teeth, shaves himself and has a shower or a bath. He dries himself on a towel and gets dressed. Then he combs his hair and goes to the dining- room to have breakfast. After breakfast, at half past seven, he leaves for his office. At this time of the day buses, trams and undergrounds are packed. He gets to the office at ten to eight.



Work begins at eight and goes on until four with half an hour's break at twelve.

At four, when the programme is over, Tom goes home. He has his dinner and after a short rest he goes out shopping, if necessary.

In the evening at home he and his wife watch a film or an interesting programme on the T.V., read something or listen to music.

Sometimes, especially on Sundays, they have guests or call on their friends, go for a walk, to the cinema, to the theatre, to a concert, to visit an interesting museum, to a dance or to a restaurant.

Generally, they go to bed at half past eleven.

Ann What is your son's daily programme?

Nick My son, who is a student, is back from the institute at one o'clock. He has lunch and, after a short rest, he studies for the next day.

Ann But how does he spend his spare time?

Nick He goes cycling, plays tennis, goes to the swimming pool or plays the piano.

Ann Your son is a four-year student, isn't he?

Nick Yes, he is.

Ann Is he very busy?

Nick Yes, very. When he has no classes, he is in the library studying. However, when he has a little spare time he goes for a walk in the park, plays a game of chess, football, basketball or goes to the students' club or to a dance.

VOCABULARY

everyday ['evridei] adj. - zilnic, cotidian
activity [æk'tiviti] s. - activitate
to wake up [tə'weik'ʌp] v. - a se trezi
bathroom ['ba:θrum] s. - cameră de baie
to brush [tə'brʌʃ] v. - a peria
to shave oneself [tə' ʃeiv wʌn'self] v. - a se rade
dining-room ['dainiŋ rum] s. - sufragerie
breakfast ['brekfəst] s. - micul dejun
to leave for [tə'li:v'fɔ:] v. - a pleca la ...
generally ['dʒen(ə)r(ə)li] adv. - în general
daily ['deili] adj. - zilnic
lunch [lʌntʃ] s. - masă de prânz
rest [rest] s. - odihnă
next [nekst] adj. - următor
to spend [tə'spend] v. - a petrece
game [geim] s. - joc
chess [tʃes] s. - șah
to get out of bed [bed] - a se da jos din pat
to do one's morning exercises - a face gimnastica de dimineață
to have a shower ['ʃauə] - a face duș
to have a bath [ba:θ] - a face baie
to dry oneself on towel ['tauəl] - a se șterge cu prosopul
to get dressed [drest] - a se îmbrăca
to comb one's hair [hɛə] - a se pieptăna
bus [bʌs] s. - autobuz
tram [træm] s. - tramvai
underground ['ʌndəgraund] s. - metrou
to get to [tə'get'tu:] v. - a ajunge la
programme ['prougræm] s. - program
dinner ['dinə] s. - cină
then [ðen] adv. - apoi, după aceea
to watch [tə'wɔtʃ] v. - a urmări
sometimes ['sʌmtaimz] adv. - câteodată
especially [is'peʃəli] adv. - în special
guest [gest] s. - musafir, oaspete
to call on [tə'kɔ:l'ɔn] v. - a trece pe la ...
theatre ['θiətə] s. - teatru
to be over ['ouvə] - a se termina
to have a rest - a se odihni
if necessary [if'nesis(ə)ri] - dacă este necesar
to go shopping ['ʃɔpiŋ] - a merge după cumpărături
to go for a walk [wɔ:k] - a merge la plimare
to go to bed - a merge la culcare
spare time [spɛə] - timp liber
to go cycling ['saikliŋ] - a se plimba cu bicicleta
swimming-pool ['swimiŋ'pu:l] - bazin de înot
to play the piano ['pjænou] - a cânta la pian
to be back from the institute - a se întoarce de la institut

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional

1. ***Can you wake up?***
No, I can't. I wake up only when the alarm clock strikes.
2. ***Why do you open the window?***
I open the window to let the fresh air in.
3. ***What do you brush your teeth with?***
I brush my teeth with a tooth brush and tooth paste.
4. ***What do you shave yourself with?***
I shave myself with a safety razor.
5. ***What do you comb your hair with?***
I comb my hair with a comb.
6. ***What do you brush your hair with?***
I brush my hair with a brush.
7. ***By what do you go to the office?***
I go to the office by underground.
8. ***Is the block of flats where you live far from the underground station?***
No, it isn't.
9. ***How long does it take you to get there if you walk?***
It takes me only ten minutes to get to the underground station if I walk.
10. ***Where do you do your shopping?***
Generally I do my shopping in a department store.
11. ***What does your wife do after dinner?***
She cooks, bakes a cake, sews or knits.
12. ***What do you do before you go to bed?***
Before I go to bed I take off my clothes, put on my pyjama and switch off the light. Soon I fall asleep. I sleep almost eight hours.

GRAMMAR

I. REFLEXIVE AND EMPHATIC PRONOUNS
Pronumele reflexive și de întărire

Singular	Plural
I. myself [mai'self] - însumi, însămi	ourselves ['auə'selvz] - înșine
II. yourself [jɔ:'self] - însuți, însăți	yourselves [jɔ:selvz] - înșivă
III.himself [him'self] - însuși herself [hə:'self] - însăși itself [it'self] - însuși, însăși	themselves [ðəm'selvz] - înșiși, însele

Reguli	Exemple
1. Pronumele reflexiv arată că acțiunea exprimată de verb se răsfrânge asupra subiectului. În limba vorbită, există tendința de a se folosi verbe ca: ***to wash*** (a se spăla), ***to dress*** (a se îmbrăca), ***to shave*** (a se rade), ***to comb*** (a se pieptăna) etc. fără pronumele reflexiv. Precedat de prepoziția "by", pronumele reflexiv se traduce prin "singur" (fără ajutorul cuiva).	He shaves ***himself***. - El se rade. In the morning he shaves, dresses and combs. - Dimineața el se spală, se îmbracă și se piaptănă. I can write the report ***by myself***. - Pot să scriu singur raportul.
2. Pronumele de întărire accentuează substantivul sau pronumele pe care îl însoțește. Se așază sau imediat după cuvântul pe care îl întărește sau la sfârșitul propoziției.	They themselves must go there. They must go there themselves. - Ei înșiși trebuie să meargă acolo. He himself must do it. He must do it himself. - El însuși trebuie să facă aceasta.

II. THE PRESENT TENSE SIMPLE
Timpul prezent, aspectul comun

	Afirmativ	Negativ	Interogativ (-Negativ)
	I speak	I do not speak	Do I (not) speak?
	You speak	You do not speak	Do you (not) speak?
	He speaks	He does not speak	Does he (not) speak?
	She speaks	She does not speak	Does she (not) speak?
	It speaks	It does not speak	Does it (not) speak?
	We speak	We do not speak	Do we (not) speak?
	You speak	You do not speak	Do you (not) speak?
	They speak	They do not speak	Do they (not) speak?
Forme contrase		I don't speak, he doesn't speak etc.	Don't I speak?, doesn't he speak? etc.

Reguli	Exemple
I. Se formează din infinitivul scurt al verbului, adăugând la persoana a III-a singular terminația *-s*. Regulile ortografice sunt cele aplicate la pluralul substantivelor (vezi lecția 5).	to speak - he speaks (a vorbi - el vorbește) to watch - he watches (a urmări - el urmărește) to brush - he brushes (a peria - el perie) to dress - he dresses (a (se) îmbrăca - el (se) îmbracă) to dry - he dries (a usca - el usucă) to play - he plays (a juca - el joacă) to go - he goes (a merge - el merge)
Terminația *-s* de la persoana a III-a singular se pronunță urmând aceleași reguli ca și la pluralul substantivelor.	[z] he goes [gouz] - el merge he plays [pleiz] - el joacă he reads [ri:dz] - el citește he gives [givz] - el dă he swims [swimz] - el înoată he calls [kɔ:lz] - el cheamă [s] he puts [puts] - el pune he writes [raits] - el scrie he asks [a:sks] - el întreabă he takes [teiks] - el ia

Reguli	Exemple
	[iz] he dresses ['dresiz] - el (se) îmbracă he washes ['wɔʃiz] - el (se) spală he watches ['wɔtʃiz] - el urmărește he closes ['klouziz] - el închide he plays the piano - el cântă la pian
II. Întrebuințare Este folosit pentru a exprima o acțiune permanentă, repetabilă, care are loc în mod obișnuit în prezent. Se folosește cu următoarele adverbe și locuțiuni adverbiale: ***usually*** (de obicei), ***generally*** (în general), ***often*** (adesea), ***always*** (întotdeauna), ***never*** (niciodată, ***every day*** (în fiecare zi), ***every year*** (în fiecare an) etc. Dacă în propoziție există un adverb negativ, verbul se folosește la afirmativ.	She is back from the institute at one o'clock. - Ea se întoarce de la institut la ora unu (de obicei). Every day he goes to his office at eight o'clock. - În fiecare zi el se duce la birou la ora opt. I ***always*** have a rest in the afternoon. - Întotdeauna mă odihnesc după amiaza. I ***never*** have a rest in the afternoon. - Nu mă odihnesc niciodată după amiaza.
Când verbul "to have" nu are sensul de "a poseda" (to have a ***walk***, to have ***breakfast***, to have a ***shower***, to have a ***rest*** etc.) forma interogativă, negativă și interogativ-negativă se construiește cu ajutorul auxiliarului "to do".	We ***don't*** have English classes every day. - Nu avem ore de engleză în fiecare zi. ***Do you*** have a rest every afternoon? - Vă odihniți în fiecare după amiază?

EXERCISES

I. Răspundeți la întrebări:

1. What time does Tom wake up in the morning? 2. Does he do his morning exercise every day? 3. Where does he have his shower? 4. What does he do next? 5. Where does he have his breakfast? 6. What does he do after breakfast? 7. What time does he leave for his office? 8. What time does work begin at his office? 9. What time is the programme at his office over? 10. What does he do when his programme is over? 11. What is his and his wife's programme at home? 12. What do they do on Sundays? 13. What time do they go to bed?

II. Următoarele prepoziții au fost omise din textul de mai jos. Completați spațiile libere.

to,	for,	past,
at,	after,	of,
out,	with,	on, in

1. Tom wakes up ***at*** a quarter ... seven. 2. ... breakfast ... half ... seven he leaves ... his office. 3. Work begins ... eight and goes on until four ... a break ... twelve. 4. ... dinner he has a short rest. 5. Generally I go ... bed ... half ... eleven. 6. What time do you get .. ... bed? 7. My son gets ... the institute ... eight o'clock. 8. ... Sundays they go ... the cinema or ... the theatre. 9. ... the evening we watch a film or an interesting programme ... the T.V. or listen ...music. 10. When I have a little spare time I go ... a walk ... the park. 11. ... a short rest Tom does his homework ... the next day.

III. Scrieți și citiți următoarele verbe la persoana a III-a singular:

to watch, to spend, to do, to go, to have, to write, to translate, to be, to wash, can, to play, to dry, must, to dress, to brush, may, to close, to comb.

IV. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. We go to bed late in the evening. 2. In the afternoon I have a rest. 3. He spends one or two hours in the library. 4. After dinner she has a rest. 5. Tom gets to the office at eight. 6. He plays chess every afternoon. 7. Usually, she wakes up at seven.

V. Treceți următoarele propoziții la persoana a III-a singular:

1. I have breakfast in the dining-room. 2. We go to the theatre every Sunday. 3. They leave the office at four. 4. We wake up at seven o'clock sharp. 5. You go to bed at half past ten. 6. In the evening we watch a programme on the T.V. 7. They go to the students' club every Saturday. 8. In the afternoon I always have a short rest.

VI. Dați răspunsuri scurte, afirmative sau negative, la următoarele întrebări, conform modelului:

Model: Do you go to the cinema every week?
Yes, we do. No, we don't.

1. Do you wake up at seven o'clock every morning? 2. Do they always have breakfast at home? 3. Does he go to the theatre every Sunday? 4. Does she have a rest in the afternoon? 5. Do you call on your friends every week? 6. Do they usually go to the students' club? 7. Do you study in the library? 8. Do you generally spend your spare time with your friends? 9. Does he play chess every day? 10. Do they speak English well?

VII. Înlocuiţi infinitivul din paranteză cu timpul prezent, aspectul comun sau continuu:

1. We (to have) English classes on Monday and Thursday. 2. Now we (to have) an English class. 3. Generally I (to be back) from the institute at half past two. 4. Now they (to have a dictation). 5. They (not to have a rest) every afternoon. 6. What you (to do)? 7. Usually I (to leave) the office at four. 8. When the programme (to be over), Tom (to go) home. 9. Where you (to go) now? 10. In the evening they (to watch) the T.V. programme. 11. While my son (to listen to) music, I (to watch) a film on the T.V. 12. How you (to spend) generally your spare time?

VIII. Vorbiţi despre programul dumneavoastră, folosind vocabularul din text.

IX. Traduceţi:

1. Mergeţi la birou în fiecare dimineaţă? 2. În general ajungem acasă după ora 5. 3. De obicei plec la birou la ora şapte şi jumătate. 4. Nu ne plimbăm niciodată dimineaţa în zilele de lucru. 5. În fiecare dimineaţă fiul meu se trezeşte la ora şapte fără un sfert. 6. Seara ei ascultă muzică sau urmăresc programul de televiziune. 7. Ana se duce la bazinul de înot în fiecare duminică. 8.Câte ore de engleză aveţi pe săptămână? 9. Care este programul tău astăzi? 10. Noi nu mergem la teatru în fiecare duminică. 11. Sunteţi foarte ocupat săptămâna aceasta? 12. În timpul liber Ana joacă tenis sau merge la bazinul de înot.

UNIT 15

MEALS IN ENGLAND

Meals in England differ from meals in other countries.

Breakfast, which is served between seven and nine, is a substantial meal, consisting of fruit juice, porridge or corn flakes with milk and sugar, ham and eggs or a slice of meat or ham, tea or coffee and bread and butter with marmalade and jam. Sometimes one may have a boiled egg, cold ham and black or white coffee.

Usually, the time for lunch is between twelve and two. As people have no time to get home for this meal, they take it at a café near the office.

While in Romania the midday meal is the main meal of the day, consisting of several courses, in England lunch is a frugal meal. For lunch, they generally have sandwiches, cheese, hamburgers or sausages, or meat, poultry or fish and a salad, followed by a cup of black coffee.

The third meal of the day is tea at 5 o'clock. The English like their tea strong, with milk. With their tea they may have bread and butter, jam and cakes.

In England, the main meal of the day is dinner, which is usually served at home, when all the members of the family are back from work.

The first course is a soup. For the main course they may have some fish, poultry or meat with vegetables. Next comes a fruit pie, a pudding or fruit salad, cheese and biscuits followed by black or white coffee.

When the midday meal is the main meal of the day, it is called dinner and the evening meal is called supper. For supper, the English generally have fish, cold veal, pork or a steak with vegetables and a mixed salad.

Ann May I offer you another cup of tea?

Jane Yes, thank you, please.

Ann Have another slice of ham, please.

Jane With pleasure, thank you.

Ann Help yourself to some more cake, please!

Jane Thank you. I am very fond of fruitcake.

Ann Have another helping, please!

Jane Yes, thank you, it's very kind of you. May I have another helping of pudding? It is delicious.

Ann Yes, please. May I help you to some more coffee?

Jane No, thank you, not any more.

VOCABULARY

meal [mi:l] s. - masă

differ from [tə'difə:frɔm] v. - a diferi de, a fi diferit față de

other ['ʌðə] adj.nehot. - alt, altă, alți, alte

to consist of [təkən'sistəv] v. - a fi format din, a consta din

milk [milk] s. - lapte

sugar ['ʃugə] s. - zahăr

slice [slais] s. - felie

meat [mi:t] s. - carne

tea [ti:] s. - ceai

canteen [kænti:n] s. - cantină

several ['sevr(ə)l] adj.nehot. - câțiva, câteva, diverși, diverse

course [kɔ:s] s. - fel (de mâncare)

hamburger ['hæmbə:gə] s. - cârnat, chiftea

sausage ['sɔsidʒ] s. - cârnat, crenvurșt

rather [ra:ðə] adv. - puțin, cam

plain [plein] adj. - fad, fără gust

poultry ['poultri] s. - păsări de curte; carne de pasăre

fish [fiʃ] s. - pește

cup [kʌp] s. - ceașcă

to like [tə'laik] v. - a-i plăcea

cake [keik] s. - prăjitură

soup [su:p] s. - supă

vegetables ['vedʒ(i)təblz] s. - legume

pudding ['pudiŋ] s. - budincă

cheese [tʃi:z] s. - brânză

supper ['sʌpə] s. - masă de seară, cină, supeu

helping ['helpiŋ] s. - porție de mâncare

more [mɔ:] adj. - mai mult

fruit juice ['fru:t'dʒu:s] - suc de fructe

cornflakes ['kɔ:n'fleiks] - fulgi de porumb

ham and eggs ['hæmənd'egz] - ochiuri cu șuncă

bread and butter ['bred(ə)n'bʌtə] - pâine cu unt

followed by ['fɔloud bai] - urmat de

bacon and eggs ['beikənənd'egz] - ochiuri cu slănină

It's very kind of you [kaind] - Este foarte amabil din partea dumneavoastră; sunteţi foarte amabilă!

Help yourself to some more apple pie, please! - Mai serviţi-vă cu nişte plăcintă cu mere, vă rog!

To be fond of [fɔnd] - a-i plăcea mult, a fi amator de

Pass me the salt, please! [sɔ:lt] - Daţi-mi sarea, vă rog!

Here you are! - Poftiţi!

VOCABULARY PRACTICE

Răspundeţi la întrebări exersând vocabularul adiţional:

1. ***What does lunch consist of in Romania?***

In Romania lunch consists of several courses: an appetizer, an hors d'oeuvre, a soup, meat or poultry with vegetables and a dessert.

2. ***What do we generally have with our meat?***

With our meat we generally have: boiled, fried or mashed potatoes, chips, rice, carrots, peas, French beans or lettuce.

3. ***How is meat generally prepared?***

Meat may be boiled, stewed, fried, roasted or grilled.

4. ***What kinds of meat can you mention?***

I can mention beef, pork, mutton, veal and lamb. There is also game and poultry: chicken, goose, duck and turkey.

5. ***What kinds of soups can you mention?***

I can mention: vermicelli, noodle, meat ball, oxtail, dumpling, onion, potato and tomato soups, bouillon and consommé.

6. ***What is the favourite dish with the English?***

Their favourite dish is lamb or mutton chop with mint sauce.

7. ***How do you lay the table?***

When I lay the table I spread the table cloth and put on the table glsses, napkins, a bread basket, a salt cellar, a pepper box, a mustard pot and cutlery: forks, knives, spoons and tea spoons. On the table there are also soup plates and dinner plates, dishes and a soup-tureen.

8. ***What do you put on the table for breakfast?***

For breakfast, I put on the table cups and saucers, a sugar- basin, cutlery, plates and dishes.

9. ***What do you generally have with your lunch?***

With our lunch we may have water, mineral water, brandy, plum brandy, dry or sweet wine or beer.

GRAMMAR

INDEFINITE PRONOUNS AND ADJECTIVES
Pronumele și adjectivele nehotărâte

Propoziții afirmative (+)	Propoziții interogative (?)	Propoziții negative (-)
some [sʌm] - ceva, niște, câțiva, câteva, unii, unele și compușii săi *any* ['eni] - orice, oricare și compușii săi	***any*** - ceva, niște, câțiva, câteva, unii, unele și compușii săi ***some*** - ceva, niște, câțiva, câteva și compușii săi	***no*** [nou] - nici un, nici o, nici un fel de, deloc și compușii săi ***any*** - nici un, nici o, nici un fel de și compușii săi

Compușii lui "some", "any", "no" și "every"

	body	one	thing	where
some	somebody ['sʌmbədi] cineva(+,?)	someone ['sʌmwʌn] cineva(+,?)	something ['sʌmθiŋ] ceva(+,?)	somewhere ['sʌmwɛə] undeva(+,?)
any	anybody ['eni,bɔdi] cineva(?), nimeni (-), oricine (+)	anyone ['eniwʌn] cineva(?), nimeni (-), oricine (+)	anything ['eniθiŋ] ceva(?) nimic (-), orice (+)	anywhere ['eniwɛə] undeva (?) nicăieri (-) oriunde(+)
no	nobody ['noubədi] nimeni (-)	no one ['nou'wʌn] nimeni (-)	nothing ['nʌθiŋ] nimic (-)	nowhere ['nouwɛə] nicăieri(-)
every	everybody ['evribədi] fiecare, toți, toată lumea	everyone ['evriwʌn] fiecare, toți, toată lumea	everything ['evriθiŋ] totul	everywhere ['evriwɛə] pretutindeni

Reguli	Exemple
1. ***Some*** și compușii săi se folosesc: a) În propoziții afirmative;	There is ***some*** tea in the cup (adj. nehot.). - Este niște ceai în ceașcă. There are ***some*** books on the desk (adj.nehot.). - Se află niște cărți pe pupitru. ***Some*** childrem go to school (adj.nehot.). Unii copii merg la școală. ***Some*** say he is very good at swimming (pron.nehot.). - Unii spun că el este foarte bun la înot.
b) În propoziții interogative când se așteaptă un răspuns afirmativ (când cerem sau oferim ceva și dorim ca răspunsul să fie afirmativ).	Can you lend me ***some*** money? (adj. nehot.).- Poți să-mi împrumuți niște bani? May I help you to ***some*** tea? (adj. nehot.). - Pot să vă servesc cu niște ceai? Can you tell me ***something*** about him? (pron.nehot.). - Îmi puteți spune ceva în legătură cu el?
2. ***Any*** și compușii săi se folosesc: a) în propoziții interogative în locul lui some;	Is there ***any*** tea in the cup? (adj.nehot.) - Este ceva ceai în ceașcă? Are there ***any*** books on the desk? (adj. nehot.) - Se află niște cărți pe pupitru? Are ***any*** of those students your friends? (pron.nehot.) - Sunt vreunii dintre studenții aceia prietenii voștri? Is ***anybody*** in the library? (pron.nehot.) - Este cineva în bibliotecă?
b) în propoziții negative când verbul este la forma negativă.	There isn't ***any*** tea in the cup (adj.nehot.) - Nu este deloc ceai în ceașcă. There aren't ***any*** books on the desk (adj. nehot.) - Nu se află nici un fel de cărți pe pupitru. There isn't ***anybody*** in the library (pron. nehot.) - Nu se află nimeni în bibliotecă. There isn't ***anything*** on the table (pron. nehot.) - Nu se află nimic pe masă.

Reguli	Exemple
c) în propoziții afirmative (cu sensul de oricine, oricare, orice, oriunde).	***Any*** student can do this exercise (adj. nehot.) - Oricare student poate să facă acest exercițiu. ***Any*** of these dictionaries is good for you (pron.nehot.) - Oricare dintre aceste dicționare este bun pentru tine. You may have ***anything*** you want (pron. nehot.) - Poți avea orice dorești.
3. ***No*** și compușii săi se folosesc în propoziții negative când verbul este la forma afirmativă.	There is ***no*** tea in the cup (adj.nehot.) - Nu este deloc ceai în ceașcă. There are ***no*** books on the desk (adj.nehot.) - Nu se află nici un fel de cărți pe pupitru. ***Nobody*** can translate this difficult text (pron.nehot.) - Nimeni nu poate să traducă acest text greu.

EXERCISES

I. Răspundeți la întrebări:

1. What does breakfast in England usually consist of? 2. Is it a frugal meal? 3. What do you have for breakfast? 4. Is there any difference between Romanian and English breakfast? 5. What is the usual time for lunch? 6. Where do the English usually have lunch? 7. What do they have for lunch? 8. What is the third meal of the day? 9. What time do they have tea? 10. What do they generally have with their tea? 11. Which is the main meal of the day in England? 12. What does it consist of? 13. Is dinner always the evening meal? 14. What do the English have for supper? 15. Which is the main meal in Romania? 16. What are your favourite dishes? 17. Do you generally have lunch at home or at a snack bar?

II. Următoarele prepoziții au fost omise din text. Completați spațiile libere.

in,	of,	about,
with,	from,	near,
for...,	at ...,	***between***.

1. Breakfast is served ***between*** seven and nine.
2. ... England lunch is a frugal meal.
3. Usually the time ... lunch is ... twelve and two.
4. ... Romania the midday meal is the main meal consisting ... several dishes.

5. They have tea the third meal .. the day ... five.
6. ... breakfast I generally have a sandwich and a cup of coffee.
7. The English like their tea strong ... milk.
8. ... England the main meal is dinner which is served ... ... seven o'clock.
9. The English take lunch ... a café ... the office or ... a snack bar.
10. The English meals differ ... ours.
11. They have supper, a light meal ... ... 10 p.m. or 11 p.m. ... home or ... a restaurant.
12. The favourite meal ... the British is lamb or mutton chop ... mint sauce.

III. Următoarele substantive au fost omise din text. Completați spațiile libere

tea, country, dinner, office, food, course, ***time***, snack, bar, meal, cup, day, supper, helping.

1. The usual ***time*** for lunch is one o'clock.
2. The English like their tea strong with ... .
3. May I offer you another ... of coffee?
4. ... in England differ from meals in this ... .
5. When the midday meal is the main meal of the ..., it is called ... and the evening meal is called ... .
6. Have another ... of fruit cake, please.
7. We have three ... a day.
8. The English take lunch at a café near the ... or at a ... .
9. English ... is rather plain compared to ours.
10. For the main ... they have meat with vegetables.

IV. Răspundeți la întrebări conform modelului:

a) ***Model:*** Is anybody having lunch in the dining-room?
Yes, somebody is. No, nobody is.

1. Is anybody reading in the library? 2. Is anybody writing on the blackboard? 3. Is anybody dictating the text? 4. Is anybody correcting the report? 5. Is anybody explaining the rules?

b) ***Model:*** Does anybody leave for the office at 6 o'clock every day?
Yes, some do. No, nobody does.

1. Does anybody get to the office at seven o'clock? 2. Does anybody study in the library in the afternoon? 3. Does anybody have breakfast at a café? 4. Does anybody do morning exercises everyday? 5. Does anybody go to the theatre every Sunday?

c) ***Model:*** Is there any tea in the cup?
Yes, there is some. No there isn't any.

1. Is there any book on your desk? 2. Is there any milk for breakfast? 3. Is there any ink in your fountain-pen? 4. Is there any dictionary on the teacher's desk? 5. Is there any chalk at the blackboard?

V. Completați spațiile libere cu pronumele și adjectivele nehotărâte corespunzătoare:

1. I can tell you ... about it. 2. Ask ... about it. 3. Is there ... on the table? No, there is ... . 4. ... can answer this question. 5. ... is asking about you. 6. Is ... watching the T.V. programme in the next room? 7. Do you take ... sugar with your coffee? 8. There aren't ... dictionaries in that bookcase. 9. You may leave ... time. 10. We have English classes ... Friday from eight to ten. 11. ... must be present. 12. You may go ... you want to. 13. Please, give me ... more tea. 14. I can see it ... . 15. The conversation guide-book must be ... here. 16. There are ... words that I don't understand.

VI. Traduceți:

1. Pot să vă mai ofer niște cafea? 2. Da, mulțumesc, sunteți foarte amabilă. 2. Nu este nimeni acasă. 3. Mai serviți o porție de budincă, vă rog. 4. Oricine poate să facă acest exercițiu. 5. Este vreun student absent astăzi? 6. Trebuie să fie cineva acasă. 7. Nimeni nu știe răspunsul la această întrebare. 8. Unii dintre acești studenți traduc foarte bine exercițiile. 9. Nu văd pe nimeni în holul institutului. 10. Dorești să-mi spui ceva? 11. Știe cineva ce trebuie să învățăm pentru mâine? 12. Pot să mă mai servesc cu niște ceai? 13. Poți să te servești cu orice de pe masă.

UNIT 16

THIS IS OUR HOUSE

We live in a three-storeyed house on a beautiful avenue. Our house is made of brick. On top of the roof there is a T.V. aerial.

The house has several storeys, that is the ground floor, the first floor, the second floor, the top floor with the attics and the loft.

Below the ground floor there is a basement where we have a cellar.

The house has two entrances - the front and the back entrance. In front of the house there is a lawn, shrubs and some flowerbeds. At the back of the house there is a small orchard and a vegetable garden.

At one side of the house there is a garage.

When I come home, I open the gate, walk along the path to the front door and enter the house. A staircase leads to the second floor where our flat is situated.

I am particularly fond of the flower garden. Here one can admire a variety of flowers from early spring till late autumn.

Mary Have you got a flat in this house?

George Yes, we have. We've recently got a flat here.

Mary Is it a many-storeyed house?

George It's a three-storeyed house.

Mary What floor do you live on?

George I live on the second floor.

Mary Have you got a garden?

George Yes, we have a flower garden, a small orchard and a vegetable garden.

Mary Do you grow any vegetables in your garden?

George Of course, we do. I spend two or three hours in the garden every day.

Mary Where do you keep your car?

George We keep the car in a garage which is at one side of the house.

Mary You've got all modern conveniences in your flat, haven't you?

George Yes, we've got electricity, gas, central heating, running water and a telephone.

VOCABULARY

to live [liv] v. - a trăi, a locui

avenue ['ævinju:] s. -, bulevard (plantat cu copaci)

top [tɔp] s. - partea de sus, vârf

roof [ru:f] s. - acoperiș

chimney ['tʃimni] s. - coș

storey ['stɔ:ri] s. - etaj (subdiviziune exterioară a clădirii)

floor [flɔ:] s. - etaj (subdiviziune interioară a clădirii)

attics ['ætiks] s. - mansardă

loft [lɔft] s. - pod

basement ['beismənt] s. - subsol

cellar ['selə] s. - pivniță

lawn [lɔ:n] s. - peluză. gazon

shrub [ʃrʌb] s. - arbust

flowerbed ['flauəbed] s. - strat de flori

garden ['ga:dn] s. - grădină

side [said] n. - parte, latură

gate [geit] s. - poartă

along [ə'lɔŋ] prep. - de-a lungul

path [pa:θ] s. - potecă

to enter ['entə] v. - a intra

staircase ['stɛəkeis] s. - scară

to lead, led, led to [li:d, led, led] v. a conduce la...

orchard ['ɔ:tʃəd] s. - livadă

tool [tu:l] s. - unealtă

recently ['ri:sntli] adv. - recent

to get, got, got [get, gɔt, gɔt] v. - a căpăta

to move [mu:v] v. - a se muta

to grow, grew, grown [grou, gru:, groun] v. - a crește, a cultiva

to keep, kept, kept [ki:p, kept, kept] v. - a ține, a păstra

to be, was, were, been [bi:, wɔz,wə:, bi:n] v. - a fi

to have, had, had [hæv, hæd, hæd] v. - a avea

T.V. aerial ['ti:vi:'ɛəriəl] - antenă de televiziune

that is - adică

ground floor ['graund'flɔ:] - parter

front entrance ['entrəns] - intrare principală

back entrance - intrare de serviciu

all around [ə'raund] - de jur împrejur

fruit tree ['fru:t'tri:] - pom fructifer

block of flats ['blɔkəv'flæts] - bloc (cu apartamente)

modern conveniences ['mɔdən kən'vi:njənsiz] - confort modern

central heating ['sentr(ə)l'hi:tiŋ] - încălzire centrală

running water ['rʌniŋ'wɔ:tə] - apă curentă

as well as - ca și, precum și

GRAMMAR

I. THE PAST PARTICIPLE
Participiul trecut

Reguli	Exemple
1. Participiul Trecut al ***verbelor regulate*** se formează adăugând terminația ***-ed*** la infinitivul scurt al verbului.	to ask - ask***ed***
Când se adaugă terminația ***-ed***,	
- verbele terminate în "e" pierd acest "e" final;	to translat***e*** - translat***ed***
- verbele monosilabice terminate într-o consoană precedată de o singură vocală scurtă dublează consoana finală;	to sto***p*** - sto***pp***ed
- verbele plurisilabice terminate într-o consoană precedată de o singură vocală scurtă dublează consoana finală numai dacă accentul cade pe ultima silabă;	to pref***er*** - pref***err***ed
- verbele terminate în "***l***" dublează consoana finală indiferent de accent;	to trav***el*** - trav***ell***ed
- la verbele terminate în ***-y*** precedat de consoană, ***-y*** se transformă în ***i***;	to tr***y*** - tr***ie***d
- la verbele terminate în ***-y*** precedat de vocală, ***y*** rămâne neschimbat.	to pla***y*** - pla***y***ed
Terminația ***-ed*** se citește:	
- [d] după sunete vocalice și sunete consonantice sonore;	played [pleid] closed [klouzd] called [kɔ:ld] opened ['oup(ə)nd] moved [mu:vd] lived [livd]
- [t] după sunete consonantice surde;	dressed [drest] washed [wɔʃt] asked [a:skt] watched [wɔtʃt] stopped [stɔpt]
- [id] după sunetele [t] și [d].	translated [træns'leitid]
2. Participiul Trecut al ***verbelor neregulate*** este dat în tabelul de verbe neregulate.	to be - been to have - had

II. THE PRESENT PERFECT TENSE SIMPLE
Timpul "Present Perfect", aspectul comun

	Afirmativ	Negativ	Interogativ (-Negativ)
	I have spoken You have spoken He has spoken She has spoken It has spoken We have spoken You have spoken They have spoken	I have not spoken You have not spoken He has not spoken She has not spoken Is has not spoken We have not spoken You have not spoken They have not spoken	Have I (not) spoken? Have you (not) spoken? Has he (not) spoken? Has she (not) spoken? Has it (not) spoken? Have we (not) spoken? Have you (not) spoken? Have they (not) spoken?
Forme contrase	I've spoken, he's spoken etc.	I've not (I haven't) spoken, he's not (he hasn't) spoken etc.	Haven't I spoken?, hasn't he spoken? etc.

Reguli	Exemple
I. Formare Ca toate timpurile perfecte, Present Perfect se formează cu ajutorul verbului auxiliar "to have". După cum îl arată şi numele, "Present Perfect" se formează din timpul prezent al verbului auxiliar "to have" şi participiul trecut al verbului de conjugat. II. Întrebuinţare Timpurile "***perfecte***" exprimă anterioritatea. Denumirea timpului "perfect" arată faţă de care moment anume este anterioară acţiunea. De exemplu, ***Present Perfect*** exprimă o ***acţiune anterioară*** faţă de ***prezent***, ***Viitorul Perfect*** exprimă o acţiune ***anterioară*** faţă de viitor etc. ***Present Perfect*** este folosit pentru a exprima o acţiune trecută care are legătură cu prezentul. Această legătură cu prezentul se manifestă fie prin consecinţele pe care le are în prezent această acţiune trecută, fie prin faptul că acţiunea continuă în prezent.	I have asked - am întrebat I have written - am scris

Reguli	Exemple
Present Perfect exprimă prin urmare:	
1. o acțiune terminată în trecut, dar care are consecințe în prezent;	We ***have translated*** the text - Noi am tradus textul. (Textul a fost tradus în trecut iar în prezent se află tradus).
Uneori, ca în exemplul de sus, momentul când a avut loc acțiunea nu este precizat. Alteori însă, acțiunea este asociată cu o anumită perioadă de timp:	
a) acțiunea a avut loc într-o perioadă de timp care nu s-a încheiat încă și deci acțiunea se poate repeta în cadrul aceluiași interval de timp indicat de adverbul de timp definit sau de locuțiunile adverbiale: ***today*** (astăzi), ***this week*** (săptămâna aceasta), ***this year*** (anul acesta) etc.;	We ***have worked*** hard this week. - Am muncit din greu săptămâna aceasta. (Intervalul de timp nu s-a încheiat încă, acțiunea se mai poate repeta, deci mai putem munci din greu în cursul acestei săptămâni).
b) momentul acțiunii este indicat printr-un adverb de timp nedefinit și de frecvență: ***ever*** (vreodată), ***never*** (niciodată), ***often*** (adesea), ***seldom*** (rareori), ***already*** (deja), ***lately*** (recent), ***just*** (tocmai), ***always*** (întotdeauna), ***yet*** (încă)etc. Aceste adverbe se așază între auxiliar și verbul de conjugat.	I ***have*** never ***written*** my report during the classes; I ***have*** always ***written*** it at home. - Niciodată nu mi-am scris raportul în timpul orelor; întotdeauna l-am scris acasă.
2. O acțiune care a început în trecut și continuă și în prezent:	
a) momentul din trecut când a început acțiunea este marcat cu ajutorul prepoziției "since";	I have studied in the library ***since*** morning. - Studiez în bibliotecă de azi dimineață.
b) durata acțiunii este indicată cu ajutorul prepoziției "for".	I have been a teacher ***for*** several years. - Sunt profesor de câțiva ani.
N.B. "I have got" poate fi timpul Present Perfect al verbului ***to get*** sau, în limbaj colocvial, poate înlocui forma "***I have***".	I have got (I've got) a new English-Romanian dictionary. - Am un nou dicționar englez-român.

III. MODAL VERB SUBSTITUTES
Echivalenții verbelor modale

Reguli	Exemple
Verbele modale defective nu au toate timpurile. La timpurile pe care nu le au, se înlocuiesc după cum urmează:	
can = to be able to ... ['eibl], to be capable to ... ['keipəbl];	I ***have*** seldom ***been able*** to understand them. - Rareori i-am putut înțelege.
may = to be permitted to ... [pə'mitid], to be allowed to ... [ə'laud];	We ***have*** never ***been permitted*** to smoke in that room. - Niciodată nu ne-a fost permis să fumăm în camera aceea.
must = to have to	We ***haven't*** yet ***had*** to give them an answer. - Nu a trebuit să le răspundem încă.

EXERCISES

I. Răspundeți la întrebări:

1. Where do you live? 2. Is your house a many-storeyed one? 3. What is the house made of? 4. On what floor is your flat situated? 5. What can you see on top of its roof? 6. What is there below the ground floor? 7. How many entrances has the house? 8. What can you see in front of the house? 9. What can one admire in the flower garden? 10. Where do you keep your car? 11. Where are the modern conveniences in your house?

II. Următoarele prepoziții și adverbe au fost omise din textul de mai jos. Completați spațiile libere.

of,	into,	***in***,	to,
on,	at,	below.	

1. The house I live ***in*** is made ... brick.
2. ... top ... the roof there is a T.V. aerial.
3. ... the ground floor is the basement.
4. What floor do you live ...?
5. We have just moved ... a new flat.
6. ... front ... the house there is a lawn and some flower beds.

7. We have a vegetable garden ... the back ... the house.
8. ... one side ... the house there is a garage.
9. I live ... a flat ... a three storeyed house.
10. Our flat is situated ... the first floor.
11. He lives ... 11 Holland Park.
12. A staircase leads ... the first floor.

III. Treceţi următoarele propoziţii la negativ, interogativ şi interogativ-negativ:
1. We live in a beautiful house made of brick. 2. Our flat has all modern conveniences. 3. This door leads to the top floor. 4. We have recently moved into a new flat. 5. At the back of the house we have a vegetable garden. 6. I get home at 5 o'clock every day. 7. The young man who is coming along the path is my son.

IV. Scrieţi şi citiţi participiul trecut al următoarelor verbe:
a) to stop, to live, to dictate, to listen, to study, to open, to practise, to explain, to talk, to hand, to correct, to translate.

b) to be, to have, to get, to speak, to make, to do, to lead, to keep, to grow.

V. Următoarele substantive şi verbe au fost omise din textele de mai jos. Completaţi spaţiile libere.

a) substantive

house	garden	car	staircase
set	tool	***brick***	storey
gate	floor	shelf	garage

1. We live in a ... made of ***brick***. 2. The house has several storeys. 3. In front of the ... there is a ... . 4. When I come home, I open the .... . 5. A ... leads to the ... where I live. 6. We keep the ... in the ... . 7. On the ... there is a complete ... of ... .

b) verbe

to get	to make	to move
to have	to live	to explain

1. We ***have*** a vegetable garden at the back of the house. 2. Have you ... a new car? 3. They ... in a many-storeyed house. 4. What is this gate ... of? 5. She has just ... the new grammar rule. 6. I have ... to do exercise nr. 10. 7. They have already ... into a new flat.

VI. Transformați următoarele propoziții, conform modelului:

Model: The student is translating the text.
The student is going to translate the text.
The student has already translated the text.
The student has just translated the text.

1. The teacher is correcting the dictation.
2. Tom is doing his exercises.
3. Ann is writing a sentence on the blackboard.
4. The students are practising in the language laboratory.
5. The students are answering the teacher's questions.
6. The teacher is calling the roll.
7. She is studying a new text.
8. Thay are watching a programme on the T.V.

VII. Următoarele verbe au fost omise. Completați propozițiile.

to be late, to speak to him, to read a book in English, to sudy in the library, to correct a text, to come, to cook dinner

1. She has just ... . 2. I have seldom ... . 3. She has never ... . 4. He has always ... . 5. I have already ... . 6. We have often ... .

VIII. Descrieți casa în care locuiți, folosind cuvintele și expresiile din text și din vocabularul adițional.

IX. Traduceți:

1. Locuim într-o casă nouă și frumoasă. 2. Nu am locuit niciodată într-un bloc. 3. La ce etaj se află apartamentul în care locuiești? 4. Aveți grădină în fața casei? 5. În spatele casei puteți admira mica noastră livadă. 6. În grădina din fața casei cultivăm flori. 7. Ați scris deja exercițiile? 8. Cine ți-a împrumutat dicționarul? 9. L-am întâlnit deseori la bibliotecă. 10. Nu mi-ați explicat încă ce trebuie să fac. 11. Nu ni s-a permis niciodată să venim acasă târziu. 12. Nu a trebuit niciodată să scriu toate exercițiile. 13. Lor le-a plăcut întotdeauna să vadă filme. 14. Nu am putut niciodată să-i vorbesc.

UNIT 17

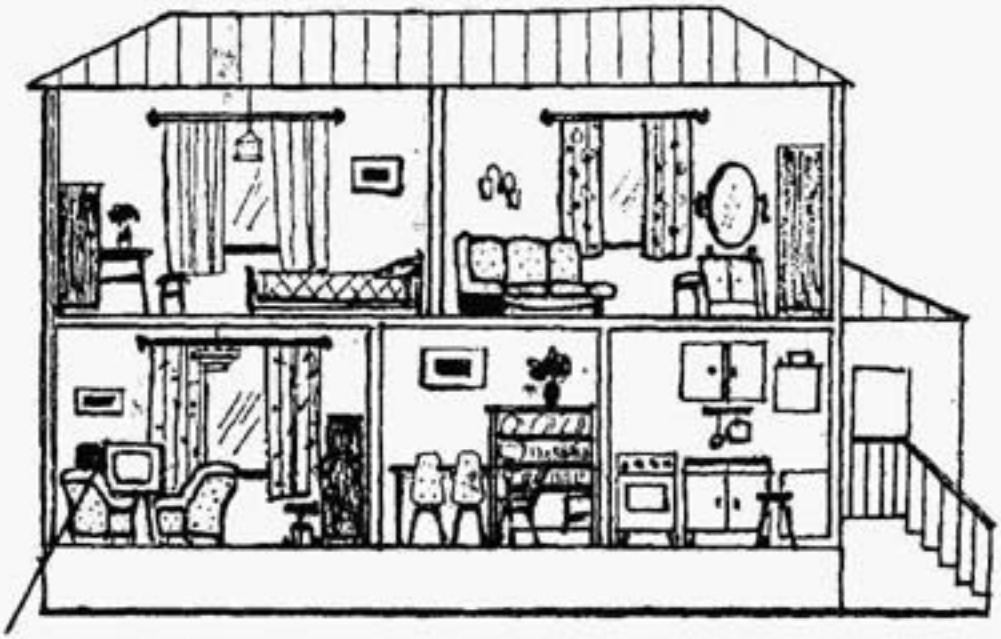
MY FRIEND'S FLAT

Tom, a good friend of mine, has recently moved into a new flat. He asks us to call on him and see his flat.

It is not difficult to get there. We take a bus and get off just in front of the block of flats where Tom and his family live.

As the flat he lives in is not on the ground floor we get into a lift. I press the button marked four and in a few seconds we are on the fourth floor. There are two doors on the landing. I ring the bell at the door on the right and Tom opens the door at once. "Hello", he says , "I am glad to see you. Come in, please!"

The entrance door opens into the hall where there is a hall stand. Tom shows us into his study where we meet his family. The main piece of furniture here is the bookcase. In this room there is also a writing desk with a typewriter and a desk lamp on it, two armchairs and a sofa.



Next to the bedroom is the nursery, a small but cosy room, 3 m long by 3.5 m wide.

In all the rooms there are carpets on the parquet floors, curtains at the windows, pictures on the walls, lamps hanging from the ceiling.

Between the bedroom and the nursery there is a bathroom, and on the other side of a corridor there are a kitchen and a pantry.

John It is a very beautiful flat, Tom. How long have you been living here?

Tom We have been living here for two months. What about you?

John We've recently bought a new house. It's very nice and comfortable, too.

Tom Is your house large?

John Yes, it's quite large, and there is a lot of housework to do. Today, for instance, we have been cleaning the house; together all day long.

Tom But tell me, please, is all the furniture in your house new?

John Yes, we've recently bought almost all the furniture in the house. Call on us one day.

Tom Thank you very much for your kind invitation.

VOCABULARY

landing ['lændiŋ] s. - palier

to meet, met, met smb. [mi:t, met, met] v. - a întâlni, a face cunoștință cu cineva

armchair ['a:m't∫ɛə] s. - fotoliu

round [raund] prep. - în jurul

sideboard ['saidbɔ:d] s. - bufet

settee [se'ti:] s. - canapea

wardrobe ['wɔ:droub] s. - șifonier

nursery ['nə:sri] s. - cameră pentru copii

cosy ['kouzi] adj. - plăcut, confortabil

carpet ['ka:pit] s. - covor

curtain ['kə:tn] s. - perdea

to hang, hung, hung [həŋ, hʌŋ, hʌŋ] v. - a agăța, a atârna

to ring, rang, rung the bell [riŋ, ræŋ, rʌŋ] v. - a suna la sonerie

hall stand ['hɔ:lstænd] - cuier

looking-glass ['lukiŋ gla:s] - oglindă

to show, showed, shown smb. into ... [∫ou, ∫oud, ∫oun] - a conduce pe cineva către ..., a pofti pe cineva înăuntru

piece of furniture ['fə:nit∫ə] - piesă de mobilier

to show smb. round the flat - a arăta cuiva apartamentul

to press the button - a apăsa pe buton

at once - imediat, de îndată

kitchen ['kit∫in] s. - bucătărie

pantry ['pæntri] s. - cămară

to buy, bought, bought [bai, bɔ:t, bɔ:t] v. - a cumpăra

housework ['hauswə:k] s. - treburi casnice

to clean [kli:n] v. - a curăța

together [tə'geðə] adv. - împreună

to tell, told, told [tel, tould, tould] v. - a spune ceva cuiva

almost ['ɔ:lmoust] adv. - aproape

to get into the lift - a se urca în lift

both ... and [bouθ...ænd...] - atât ... cât și ...

dumb waiter ['dʌm'weitə] - servantă (mobilă)

china cabinet ['t∫ainə kæbinit] - vitrină

chest of drawers ['t∫estəv'drɔ:z] scrin

dressing-table ['dresiŋ'teibl] - (masă de) toaletă

how long? - de cât timp

what about you? - dar tu?

all day long - toată ziua

to call on - a vizita, a face o vizită

VOCABULARY PRACTICE

Răspundeţi la întrebări exersând vocabularul adiţional.

1. ***What do you use to unlock a door?***

To unlock a door I use a (latch) key.

2. ***What is the use of a hall stand?***

We need a hall stand for our coats, hats and umbrellas.

3. ***Where do you hang your coat?***

I hang my coat on a peg.

4. ***What do you keep in a bookcase?***

In a bookcase we keep books and dictionaries.

5. ***What do you keep in a sideboard?***

In a sideboard we keep crockery and cutlery.

6. ***What do you keep in a wardrobe?***

In a wardrobe we keep our clothes.

7. ***What do you keep in a built-in cupboard?***

In a built-in cupboard we keep our linen.

8. ***What can you see on the glass shelves of a china cabinet?***

On the glass shelves of a china cabinet there are all kinds of knick-knacks, tea and coffee sets, crystal glasses.

9. ***What can you see in a bathroom?***

In a bathroom there is a bath tub and a shower, a wash-basin with a glass shelf where we keep our cosmetics, a mirror and a towel rail.

10. ***What household facilities is a kitchen endowed with?***

A kitchen is endowed with a gas range with an oven, a refrigerator, a sink and a cupboard.

11. ***Where do we keep our preserves?***

We keep our preserves in a pantry.

GRAMMAR

THE PRESENT PERFECT TENSE, CONTINUOUS ASPECT
Timpul "Present Perfect", aspectul continuu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I have been speaking You have been speaking He has been speaking She has been speaking It has been speaking We have been speaking You have been speaking They have been speaking	I have not been speaking You have not been speaking He has not been speaking She has not been speaking It has not been speaking We have not been speaking You have not been speaking They have not been speaking	Have I (not) been speaking? Have you (not) been speaking? Has he (not) been speaking? Has she (not) been speaking? Has it (not) been speaking? Have we (not) been speaking? Have you (not) been speaking? Have they (not) been speaking?
Forme contrase	I've been speaking, he's been speaking etc.	I've not (I haven't) been speaking, he's not (he hasn't) been speaking etc.	Haven't I been speaking? hasn't he been speaking etc.

Reguli	Exemple
I. Formare Se formează din timpul "Present Perfect" al verbului auxiliar "to be" și participiul nedefinit al verbului de conjugat.	I ***have been reading*** - am citit, citesc
II. Întrebuințare Este folosit pentru a exprima: 1. o acțiune care a început în trecut, a fost în curs de desfășurare în trecut și s-a încheiat cu puțin înainte de momentul vorbirii;	We ***have been studying*** this text all day long. - Am studiat acest text toată ziua.

Reguli	Exemple
2. o acţiune care a început în trecut, este în curs de desfăşurare în momentul vorbirii şi poate continua şi în viitor.	We ***have been living*** in this house for twenty years. - Locuim în această casă de 20 de ani.
Prepoziţiile "for" şi "since" sunt folosite cu aceleaşi valori ca la "Present Perfect", aspectul comun.	I ***have been working*** in my office since 8 o'clock. - Lucrez în birou de la ora 8.

EXERCISES

I. Răspundeţi la întrebări:

1. Where has Tom moved recently? 2. Whom am I going to visit? 3. How do you get to Tom's block of flats? 4. Where is his flat situated? 5. How do you get there? 6. What is there in the hall of his flat? 7. Which is the first room we see? 8. Whom do we meet? 9. What furniture is there in Tom's flat? 10. What is the furniture in the other rooms of Tom's flat? 11. How long has Tom been living in this flat? 12.When have they bought their furniture?

II. Următoarele prepoziţii au fost omise din textul de mai jos. Completaţi spaţiile libere.

into, on, from, at, to, for, ***of***, in, from, with, round.

1. A good friend ***of*** mine has recently moved ... a new flat.
2. As the flat he lives ... is not ... the ground floor we get ... a lift.
3. There are two doors ... the landing.
4. The entrance door opens ... the hall.
5. ... all the rooms there are carpets ... the floors, curtains ... the windows, pictures ... the walls, lamps hanging ... the ceiling.
6. The main piece ... furniture ... the study is the bookcase.
7. ... that corner there is a writing desk ... a typewriter and a desk lamp ... it.
8. In the dining-room we can see an oval table ... six chairs ... it.
9. A door ... the right leads ... a large room which is the bedroom.
10. ... our flat there is plenty ... space ... our new furniture.
11. They have been living ... this house ... twenty years.
12. Thank you ... coming.

III. Treceţi următoarele propoziţii la interogativ, negativ şi interogativ-negativ:

1. We've recently bought a house. 2. We have been studying in the library all day long. 3. The lift takes you up to the fifth floor. 4. Today I am going to see my friend Tom. 5. The entrance door opens into the hall. 6. We have been living here for two years. 7. My friend is writing a report.

IV. Adăugaţi întrebări disjunctive la propoziţiile date în exerciţiul III.

V. Următoarele cuvinte au fost omise din text. Completaţi spaţiile libere.

bedroom	study	bookcase	picture	bed
writing desk	furniture	housework		
curtain	***space***	nursery	carpet	lamp
invitation				

1. In the ... there is plenty of ***space*** for a ... .
2. Next to the ... is the ..., the children's room.
3. In the ... there is also a ... .
4. The main piece of ... in the study is the ... .
5. In all the rooms there are ... on the floors, ... at the windows, ... on the walls and ... hanging from the ceiling.
6. The house is large and there is a lot of ... to do.
7. Thank you very much for your kind ... .

VI. Daţi formele de bază ale următoarelor verbe:

to clean, to grow, to translate, to live, to listen, to talk, to rain, to have, to ring, to prepare, to learn, to help, to knock, to show, to look, to hang, to write, to dictate.

VII. Daţi "Present Perfect", Aspectul Continuu, persoana a III-a sg. afirmativ, negativ şi interogativ al verbelor date în exerciţiul VI.

VIII. Înlocuiţi infinitivul din paranteză cu Present Perfect, Aspectul Comun sau Continuu:

1. John (to study) in the library since morning. 2. She already (to explain) him the rule. 3. The children (to play) in the park since 4 o'clock. 4. The schoolgirl (to do) her homework for an hour. 5. We (to watch) the T.V. programme for two hours. 6. How long you(to study) English? 7. They (to live) in this house for 10 years. 8. He never (to be late) for classes. 9. She (to play) the piano since she was five years old. 10. I (to ring the bell) for several minutes. 11. You ever (to write) a report in English? 12. How long Tom (to be) your friend? 13. The students already (to hand in) the tests. 14. Somebody (to come) to see you? 15. I (to work) in my office since 8 o'clock. 16. She already (to tell) me about it.

IX. Traduceţi:

1. Locuiesc într-o casă mare şi luminoasă cu cinci camere spaţioase, baie şi bucătărie. 2. De cât timp locuiţi în această casă? 3. Locuim aici din 1985. 4. Recent am cumpărat mobilă pentru camera copiilor. 5. Niciodată nu mi-a plăcut să locuiesc într-un bloc. 6. Prietenii noştri tocmai au sosit să ne vadă apartamentul. 7. Aveţi grădină în faţa casei? 8. Fiica mea tocmai a plecat să cumpere nişte cafea. 9. Lucrez în acest institut de cincisprezece ani. 10. Sunt economist din 1984. 11. Au învăţa deja cuvintele şi acum traduc textul. 12. Întotdeauna i-a plăcut să citească. 13. Niciodată nu a lipsit de la orele de engleză. 14. Aţi predat deja textele? 15. De cât timp suni la uşă? De câteva minute. 16. Discută despre programul de televiziune de două ore.

UNIT 18

THE SEASONS

The are four seasons in the year. the four seasons are: spring, summer, autumn and winter. Spring and autumn are cool, summer is warm or hot but winter is cold.

SPRING begins on the twenty first (21st) of March. In Spring the weather gets warmer. The sun shines brightly in a blue sky. the snow melts quickly and turns into water. We can see grass and flowers growing in the meadows. We can hear birds singing in the green woods.

SUMMER begins on the twenty first of June. In summer the weather is sometimes very hot. We often have thunderstorms when we hear the thunder and see the lightning, and the wind blows hard and black clouds cover the sky.

AUTUMN comes after summer. It is not hot, the weather gets cooler and then colder. The wind blows, the leaves fall from the tree; it often rains and we take umbrellas.

WINTER comes last. The white snow falls and covers the ground. It is very cold. There is frost and it freezes.

Here is what a spring day looks like. At dawn the sun is just rising. A cool breeze is blowing from the east, but there are no clouds in the sky. The sun slowly rises higher and higher. Gradually the breeze turns into a wind. Clouds appear, and at noon the sky is overcast. It lights and thunders. Large rain drops begin to fall. But soon the bright sun shines out again. The air is fresh.

Bill What's the weather like in your country?

Jenny I think my country has a temperate climate. Warm summers, cold winters with cool and foggy autumns. But in spring, the weather is very changeable.

Bill Well, my country is arid. There is like little rain and much drought. But when it rains we have thunderstorms and even hurricanes.

Paul I think that now, in my country it is hot during the day and just a little cooler at night. It never gets cold enough to snow.

VOCABULARY

season ['si:zn] s. - anotimp

spring ['spriŋ] s. - primăvară

summer ['sʌmə] s. - vară

winter ['wintə] s. - iarnă

autumn ['ɔ:təm] s. - iarnă

cool [ku:l] adj. - răcoros

warm [wɔ:m] adj. - cald

hot [hɔt] adj. - fierbinte

cold [kould] adj. - rece

to begin, began, begun [bigin, bigæn, bigʌn] v. - a începe

weather ['weðə] s. - vreme

to get warmer - a se încălzi

sun [sʌn] s. - soare

to shine, shone, shone [ʃain, ʃoun, ʃoun] v. - a străluci

brightly ['braitli] adv. - strălucitor

sky [skai] s. - cer

snow [snou] s. - zăpadă

to melt [melt] v. - a se topi

to turn into water [tə:n intə'wɔtə] - a se transforma în apă

grass [gra:s] s. - iarbă

to grow, grew, grown [grou, gru:,'groun] v. - a crește

growing ['grouiŋ] v. - crescând

meadow ['medəu] s. - câmpie

bird [bə:d] s. - pasăre

to sing, sang, sung [siŋ, sæŋ, sʌŋ] v. - a cânta

singing ['siŋiŋ] v. - cântând

woods [wu:dz] s. - pădure

thunderstorm ['θʌndəstɔ:m] s. - furtună

lightning ['lait(ə)niŋ] - fulgere

to blow, blew, blown [blou, blu:, bloun] v. - a sufla

leaves ['li:vz] s. - frunzs

to fall, fell, fallen [fɔ:l, fel, fɔl(ə)n] v. - a cădea

to rain [rein] v. - a ploua

VOCABULARY PRACTICE

Răspundeţi la întrebări exersând vocabularul adiţional:

1. ***Do Englishmen often talk about weather?***

Of course, they do. When two Englishmen meet, one of the first remarks is almost certain to be about weather.

2. ***What do they usually say if the weather is fine?***

If the weather is fine, they may say:

A fine (nice, lovely, glorious) day, isn't it? ; It's wonderful out; What a clear (starlit, cloudless) night! ; Not a cloud in the sky; I expect we are going to have a fine day; The sun is coming out; It seems almost too good to last.

3. ***What do they usually say if the weather is hot?***

If the weather is hot, they usually say:

It's a stuffy day; It's 35^{0}C in the shade; The temperature is rising (going up); The heat is unbearable.

4. ***What do they usually say if the weather is bad?***

If the weather is bad, they usually say:

It seems to be a dull (wet, damp, gloomy) day; What a rainy (cloudy, foggy, windy, stormy) day! ; It looks like rain; The sky is overcast; What a thick fog! ; There's a heavy rain; It's still raining hard (fast, heavily); It's coming down in torrents; It's raining cats and dogs; It's nice weather for ducks; It's pouring, lightning, thundering, drizzling, hailing; I'm wet to the skin.

5. ***What do they usually say if the weather is cold?***

If the weather is cold, they usually say:

It's getting chilly; What a cold (frosty? day!; It's extremely (bitterly, beastly) cold out; Snow is falling; What large snowflakes! ; There's a thick (heavy) snowfall; It's freezing; We're having a severe (hard) frost; I'm chilled to the marrow; I'm shivering with cold; The thermometer is at zero; The river is frozen over; The snow and ice are melting.

GRAMMAR

ADJECTIVES - DEGREES OF COMPARISON
Adjectivul - gradele de comparație

	Pozitiv	Comparativ			Superlativ	
		superioritate	egalitate	inferioritate	relativ	absolut
Comparația sintetică	long	longer than	as long as	not so long as	the longest of	very long
	easy	easier than	as easy as	not so easy as	the easiest of	very easy
	narrow	narrower than	as narrow as	not so narrow as	the narrowest of	very narrow
	clever	cleverer than	as clever as	not so clever as	the cleverest of	very clever
	noble	nobler than	as noble as	not so noble as	the noblest of	very noble
Comparația analitică	interesting	more interesting than	as interesting as	less interesting than	the most interesting of	very interesting

Reguli	Exemple
În funcție de numărul de silabe din care sunt formate adjectivele, acestea se pot compara în două feluri:	
1. ***Comparația sintetică***	
- Comparativul de superioritate și superlativul relativ se formează adăugând la adjectivul la gradul pozitiv sufixele ***-er***, și ***-est***, respectiv;	short, short***er***, the short***est***
- Comparativul de egalitate se formează din adjectivul la gradul pozitiv, precedat și urmat de conjuncția ***as***;	***as*** short ***as***
- Comparativul de inferioritate se formează din adjectivul la gradul pozitiv, precedat de ***not so*** și urmat de ***as***;	***not so*** short ***as***

Reguli	Exemple
- Superlativul absolut se formează din adjectivul la gradul pozitiv, precedat de adverbele ***very*** (foarte), ***terribly*** (teribil de), ***extremely*** (extrem de) etc.	***very*** short
Formează gradele de comparaţie după aceste reguli:	
a) adjectivele monosilabice;	mild, mild***er***, the mild***est***
b) adjectivele bisilabice terminate în:	
-ple	simple, simpl***er***, the simpl***est***
-y	easy, easi***er***, the easi***est***
-ow	narrow, narrow***er***, the narrow***est***
-er	clever, clever***er***, the clever***est***
-ble	noble, nobl***er***, the nobl***est***
Când se adaugă sufixele ***-er***, ***-est***,	
- adjectivele terminate în "e" pierd acest "e" final;	larg***e***, larg***er***, the larg***est***
- adjectivele monosilabice terminate într-o consoană precedată de o singură vocală scurtă dublează consoana finală;	bi***g***, bi***gger***, the bi***ggest***
- la adjectivele terminate în ***-y***, precedat de o consoană, ***y*** se transformă în ***i***;	eas***y***, eas***ier***, the eas***iest***
- la adjectivele terminate în ***-y*** precedat de o vocală, ***y*** rămâne neschimbat.	ga***y***, ga***yer***, the ga***yest***
2. ***Comparaţia analitică***	
- Comparativul de superioritate şi superlativul relativ se formează din adjectivul lagradul pozitiv precedat de adverbele ***more*** şi ***the most***;	beautiful, ***more*** beautiful, ***the most*** beautiful
- Comparativul de egalitate şi superlativul absolut se formează urmând regulile aplicabile la comparaţia sintetică;	***as*** beautiful ***as***
- Comparativul de inferioritate se formează din adjectivul la gradul pozitiv precedat de adverbul ***less***.	***less*** beautiful than
Acest tip de comparaţie se aplică la adjectivele plurisilabice.	

EXERCISES

I. Răspundeți la întrebări:

1. How many seasons are there in a year?
2. In what season do you see flowers and birds?
3. What is the weather like in summer?
4. How is the weather in autumn?
5. What sort of weather is it in winter?
6. What does a spring day look like?

II. Formați adjective cu ajutorul sufixului -y-:

Model: sun - sunny

snow, rain, wind, fog, storm, cloud, drought, breeze, frost, dust

III. Înlocuiți cuvintele subliniate cu antonimele lor:

1. The days are getting shorter and the nights longer. 2. It is hot today. 3. The sun rises in the east. 4. It is very late. 5. That exercise is difficult. 6. He is young, tall and strong. 7. She is always present. 8. I've got a new, thick dictionary. 9. It is sunny today. 10. My watch is slow.

IV. Următoarele cuvinte au fost omise din text. Completați textul.

just, ***and***, in, at, during, but, from,
into, in, my, temperate, at noon

1. ... my country it is hot ***and*** the day just a little cooler at night. 2. I think ... country has a ... climate. 3. ... dawn the sun is ... rising. 4. A cool breeze is blowing ... the east, ... there are no clouds ... the sky. 5. Gradually the breeze turns ... a wind. 6. Clouds appear, and ... the sky is overcast.

V. Găsiți verbul corespunzător fiecărui substantiv:

winter	falls
the wind	thunders
the rain	lightns
the snow	blows
the sun	get red
the thunder	shines
the lightning	comes
the leaves	sets in

VI. Dați gradele de comparație ale următoarelor adjective:
early, cool, hot, short, cold, small, wide, young, heavy, mild, bright, large, clever, dark, happy, big, difficult, fat, strong, merry, low, high, new, interesting, weak, tall, narrow, thin, long, sad, yellow, beautiful.

VII. Înlocuiți adjectivul dat în paranteză la gradul pozitiv cu gradul de comparație corespunzător. Dați mai multe variante acolo unde este posibil:

1. Which is (cold) season of the year? 2. Our house is (big) yours. 3. This is (bright) room in our house. 4. Who is (fat), Mary or Ann? 5. John is (handsome) Nick. 6. Nick is (tall) man in our family. 7. Which is (rainy) season of the year? 8. Jane is (beautiful) Mary. 9. This exercise is (easy) than that one. 10. Today the weather is (fine) yesterday. 11. In Great Britain winters are (mild) and summers are (cool) in our country. 12. Tom is (young) in our family. 13. This is (interesting) book I have ever read. 14. Which is (droughty) region in our country? 15. Who is (short) the three girls? 16. Which is the region with (low) temperatures in our country?

VIII. Compuneți un dialog cu titlul "Which season do you like best", folosind cuvinte și expresii din text și vocabularul aditional.

IX. Traduceți:
1. În țările unde clima este secetoasă, plouă foarte rar, dar atunci când plouă, sunt furtuni puternice și uragane. 2. Primăvara, vremea este schimbătoare; soarele strălucește dar plouă destul de des. 3. Noiembrie este luna de toamnă cu ploi și burniță. 4. Astăzi este o zi mai puțin însorită, cerul este acoperit cu nori mari și negri, vântul suflă tare iar ploaia nu se mai oprește. 5. Anul acesta iarna a început mai devreme decât anul trecut. 6. Îmi place vara, zilele sunt mai lungi și nopțile sunt mai scurte decât iarna. 7. În Marea Britanie iernile sunt mai blânde și verile sunt mai reci decât în România. 9. Buletin meteorologic: Vreme rece. Vânt moderat din est. Vântul va sufla cu o viteză de 5 metri pe secundă. Plouă pe alocuri; seara și dimineața, ceață în nordul țării. 10. Deși vremea este foarte schimbătoare, primăvara rămâne cel mai frumos anotimp al anului.

UNIT 19

THE FAMILY

THE WILSON FAMILY

The Wilsons live in a semi-detached house quite far from ours. It is a four-member family: husband, wife, daughter and son.

Mr. Richard Wilson is 41 years old. He is a sales manager and works for 40 hours a week and earns a quite good salary. He starts work at 9:00 in the morning and finishes at 5:30 in the evening. It takes him 20 minutes to drive to the office every morning.

Mrs. Helen Wilson, his wife, is a typist. She is 35 years old, 6 years younger than he. She is a pretty woman, indeed. She is thin and tall, black-haired and blue-eyed. She works locally and goes to her office by bus.

Their elder son Mike is 15, he is a schoolboy. He is a handsome young man, brown-haired and has large dark brown-eyes.

Lucy, their daughter, is about 12. She is plump and quite short for her age, but she hopes she will get thinner. Her brother, Mike is better at sports. He is the best at math in his form. But Lucy doesn't care for math much, she prefers music.

Richard Wilson's parents have already retired on a pension. They are very fond of Helen, their daughter-in-law and granddaughter - who often go to see them.

Richard Wilson's brother, Robert Wilson is married to Margie Wilson. He is also an uncle and he has a nephew and two nieces. Helen, his wife is their aunt and Lucy and Mike are their cousins.

John Where do you live?

George I live with my parents and grandparents in Bucharest.

John Have you got any sisters and brothers?

George Yes, I have. I have one brother and two sisters.

John Are they older than you?

George My brother is older than I but my sisters are all younger.

John Does your brother live in Bucharest?

George No. He is the only one who lives in Brașov. He is married there, and has his family. I can tell you I'm very happy to see him from time to time.

VOCABULARY

husband ['hʌzbənd] s. - soț

daughter ['dɔ:tə] s. - fiică

wife [waif] - soție

son [sʌn] s. - fiu

to earn, ed [ə:n] v. - a câștiga

to start, ed [sta:t] v. - a începe

to finish, ed ['finiʃ] v. - a termina, a sfârși

to take, took, taken [teik, tuk, teikn] v. - a lua

to drive, drove, driven [draiv, drouv, 'drivən] v. - a conduce, a merge cu mașina

eye [ai] s. - ochi

pretty ['priti] adj. - drăguț

to hope [houp] v. - a spera

parents ['pɛərənts] s. - părinți

parents-in-law ['pɛərəntsinlɔ:] s. - socri

father-in-law ['fa:ð(ə)inlɔ:] s. - socru

mother-in-law ['mʌð(ə)inlɔ:] s. - soacră

grandchildren ['grænt∫ildr(ə)n] s. - nepoți de bunici

brother ['brʌðə] s. - frate

sister ['sistə] s. - soră

handsome ['hændsəm] adj. - frumos, chipeș

to prefer, preferred, ed [pri'fə:] v. - a prefera

math [mæθ] - matematici

she will get thinner - va slăbi

sales manager [seilz 'mænidʒə] - director comercial

daughter-in-law - noră

grand-daughter ['græntdɔ:tə] - nepoată (după bunici)

nephew ['nevju:] s. - nepot (de mătușă și unchi)

niece [ni:s] s. - nepoată (de mătușă și unchi)

uncle [ʌŋkl] s. - unchi

aunt [a:nt] s. - mătușă

cousin ['kʌzn] s. - văr, verișoară

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional

1. ***Who are the parents in a family?***
   the father and the mother only
2. ***How do you call the other members of the family?***
   the relatives or the relations
3. ***When two persons are married: How is the man called? How is the woman called?***
   the husband/wife
4. ***What do father and mother of the husband become?***
   the father-in-law/mother-in-law
5. ***What do the husband and wife become?***
   the son-in-law/daughter-in-law
6. ***How do you call the parents in the case of second marriage?***
   a step-father/a step-mother
   their children are: step-son/step-daughter
7. ***What relatives/relations do you know?***
   brother/sister
   nephew/niece
   father-in-law/mother-in-law
   son-in-law/daughter-in-law
   uncle/aunt
   cousin
   Others:
   fiance/fiancée
   bride/bridegroom
   god-father/god-mother
   god-son/god-daughter
   widowhood/ - widower/widow
   wedding/wedding-feast/wedding guest
   best-man
   divorced - divorce - divorcée
   separated
   bachelor/spinster

"At this precise moment, how many marriages do you think are breaking up right in front of us?"

GRAMMAR

THE IRREGULAR COMPARISON OF ADJECTIVES
Comparația neregulată a adjectivelor

Pozitiv	Comparativ	Superlativ
good [gud] (bun)	better ['betə] (mai bun)	the best [best] (cel mai bun)
bad [bæd] (rău) ill [il] (bolnav)	worse [wə:s] (mai rău, mai bolnav)	the worst [wə:st] (cel mai rău, cel mai bolnav)
much [mʌtʃ] (mult) many ['meni] (mulți, multe)	more [mɔ:] (mai mult, mai mulți, mai multe)	the most [moust] (cel mai mult, cei mai mulți, cele mai multe)
little ['litl] (puțin)	less [les] (mai puțin)	the least [li:st] (cel mai puțin)
old [ould] (vechi, bătrân)	older ['ouldə] (mai vechi, mai bătrân) elder ['eldə] (folosit numai atributiv) (mai în vârstă, mai bătrân, referitor la persoane din aceeași familie)	the oldest ['ouldist] (cel mai vechi, cel mai bătrân) the eldest ['eldist] (folosit numai atributiv) (cel mai în vârstă, cel mai bătrân, referitor la persoane din aceeași familie)
far [fa:] (depărtat)	farther ['fa:ðə] (mai depărtat, celălalt) further ['fə:ðə] (mai depărtat; suplimentar, adițional)	the farthest ['fa:ðist] (cel mai depărtat - ca distanță) the furthest ['fə:ðist] (cel mai depărtat - ca timp)
late [leit] (târziu)	later ['leitə] (mai târziu) the latter ['lætə] (cel de-al doilea, ultimul din doi)	the latest ['leitist] (cel mai târziu, cel mai recent, cel mai nou) the last [la:st] (ultimul)
near [niə] (apropiat	nearer ['niərə] (mai apropiat)	the nearest ['nərist] (cel mai apropiat) the next [nekst] (următorul)

EXERCISES

I. Răspundeţi la întrebări:

1. Where do the Wilsons live? 2. How large is their family? 3. How old is Mr. Wilson? 4. What is Richard Wilson? 5. What time does Richard Wilson start his work and what time does he finish it? 6. How does Richard Wilson get to his office? 7. What is Mr. Wilson's wife? 8. What does she look like? 9. How does she get to her office? 10. Who is Mike? How does he look like? 11. Who is Lucy? Does she care for math? 12. What does she prefer? 13. Are Richard Wilson's parents still working? 14. Who are the other relatives of Richard Wilson?

II. Completaţi spaţiile libere cu substantivul corespunzător:

1. My wife's parents are my ... . 2. My brother's son is my ... . 3. My sister's husband is my ... . 4. My wife's sister is my ... . 5. My sister's daughter is my ... . 6. My mother's sister is my ... . 7. My father's brother is my ... . 8. My uncle's children are my .... . 9. My son's children are my ... . 10. My daughter's daughter is my ... .

III. Daţi gradele de comparaţie ale următoarelor adjective. Alcătuiţi propoziţii:

old, far, good, near, bad, much, late, ill, little, many.

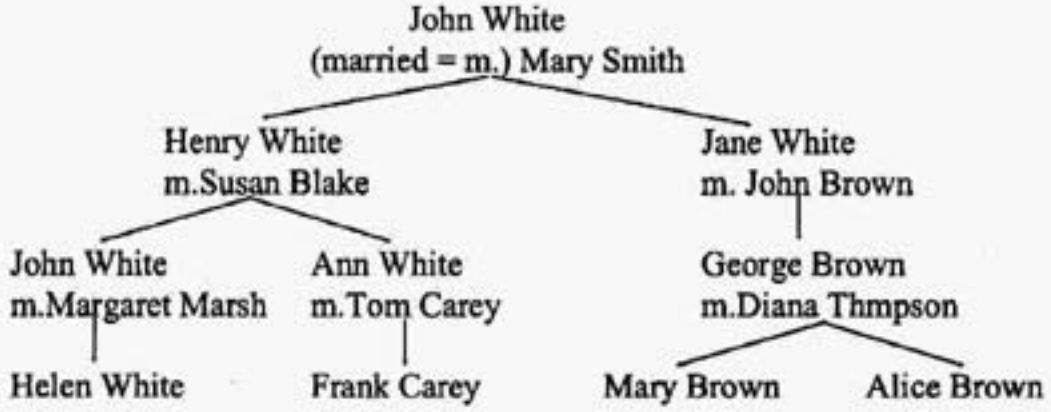
IV. Înlocuiţi cuvintele subliniate cu antonimele lor:

1. This exercise is <u>easy</u> for us. 2. I have <u>little</u> time today. 3. We've got a <u>big</u> ... house. 4. It is <u>near</u> the faculty. 5. I live in a <u>narrow</u> street. 6. These mountains are very <u>high</u>. 7. We've got a <u>large</u> classroom. 8. It is a <u>bright</u> room. 9. All the windows of our classroom are <u>shut</u>. 10. It is too <u>early</u> now. 11. She is very <u>thin</u>.

V. Completaţi spaţiile libere cu prepoziţii:

1. He works ... 40 hours a week. 2. He starts work ... 9:00 ... the morning and finishes ... 5:30 ... the evening. 3. It takes him 20 minutes to drive ... the office every morning. 4. She is plump and quite short ... her age. 5. He is the best ... math ... his form.

VI. Studiaţi arborele genealogic al familiei



VII. Formulați întrebări pentru răspunsurile de mai jos. Urmăriți tabelul de mai sus.

Model: What is Susan Blake to Henry White?
She is Henry White's wife.

a) .....
b) .....
c) .....
d) .....
e) .....
f) .....

a) He's Henry White's son.
b) He's Margaret Marsh's husband.
c) She's Henry's and Margaret's daughter.
d) She's Henry's and Susan's daughter.
e) She's John White's sister.

VIII. Următoarele cuvinte au fost omise din text. Completați textul.

nephew,	quite,	nieces,
better,	already,	thinner,
pension,	the best,	***age***

1. She is plump and ... short for her **age**, but she hopes she will get ... .
2. Her brother Mike is ... at sports. He is ... at math in his form.
3. Richard Wilson's parents have ... retired on a ... .
4. He is also an uncle and he has a ... and two ... .

IX. Folosiți cuvintele date în paranteză la gradul de comparație corespunzător; dați mai multe variante unde este posibil:

1. Mary hopes to get (thin). 2. Robert is five years (old) than I am. 3. He is (old) of us. 4. Richard is (good) at sport than Mary is. 5. My wife is 4 years (young) than I am. 6. My son is (good) sportsman in the family. 7. Elisabeth is (young) of us. 8. My house is (far) from the center of the city than yours. 9. Today I have (much) spare time than yesterday. 10. My (old) brother is an engineer. 11. What is (late) book written by him? 12. Nick is always (late) one to come. 13. You have (many) English books as I have. 14. Who is your (good) friend? 15. Have you got any (far) questions to ask me? 16. What must we write for (near) time? 17. We can talk about it (late). 18. (Many) of us have already repeated all the texts. 19. There is (much) tea in that cup as in this one. 20. There are (many) new words in this text than in that one.

X. Traduceți:

1. Familia ei locuiește în București. 2. Casa lor este situată pe o stradă destul de liniștită. 3. Fratele meu cel mai mare este economist și lucrează de doi ani la o firmă de calculatoare (computers). 4. Această tânără este fiica fratelui meu, este nepoata mea cea mai mare. 5. Nepotul tău este elev sau student? 6. Ne ducem adesea să ne vizităm bunicii care locuiesc în alt oraș. 7. Următorul oraș are două muzee renumite. 8. Întotdeauna vine primul și pleacă ultimul. 9. Cine urmează? 10. Cei mai mulți dintre noi își au familia la țară. 11. Este rău că nu ne cunoaștem toate rudele. 12. Biroul directorului se află la celălalt capăt al orașului.

UNIT 20

YOUR WAY THROUGH LIFE

Your way through life is work. Therefore, many names come from occupations. This means that one of our ancestors was a carpenter, a shepherd, a smith or a cooper. A smith was a man whose job was to work in metal, while a cooper's job was to make barrels. Of course, these names were chosen almost nine hundred years ago.

Modem occupations are not used for names. You never hear a name like Plumber or Electrician, because there weren't any electricians when family names were chosen.

Nowadays professions require much training and learning. The people of learned professions are all brainworkers.

TEACHERS. School masters, teachers, lecturers and professors get tired, or so they say. It is a job that uses up energy, imagination and creativity.

ACCOUNTANTS. An accountant does not only record, sort or summarize events in terms of money, he is also concerned with the analysis and interpretation of financial data.

DOCTORS. The medical profession includes: physicians, surgeons, oculists, dentists, chemists, nurses, etc. They undergo 6-12 years of training. Here experience counts highly. This profession requires patience, knowledge and responsibility.

ENGINEERS. The engineering profession has many branches: civil, mechanical, electrical, etc. It can be a rough life. as a civil engineer especially when you are involved in construction. Once a project is finished, you have to move to where the next job is.

COMPUTER OPERATORS. A degree course in computer science or computing should be chosen carefully. They are people who translate information into a form computers can understand, feed them with programs and data. But computing, like a foreign language, is probably best combined with other skills or knowledge.

TRADES. Those occupations which require skilled work with hands are called trades.

To build a house we employ: bricklayers, carpenters, joiners, plumbers, electricians welders, painters, glaziers and locksmiths.

In factories there are also sorts of people engaged in making and repairing things. Farming needs farmers. Offices need office- workers, typists and secretaries.

Doris What? You are going to Australia?

Teddie. No joking, Doris, father says that if I can't make up my mind to do something, I must go to Australia and work on a farm.

Doris Then choose something. Haven't you a mind to be a lawyer?

Teddie I can't talk a bit.

Doris Be a chemist.

Teddie I can't bear the smell of medicine.

Doris You might go in business, or be a banker.

Teddie No, thanks, I don't like staying in-doors the whole day.

Doris Then you'd better be a millionaire, Teddie!

Teddie That's right, Doris; what a good idea! First give me the money.

VOCABULARY

through [θru:] prep. - prin, printre, peste

therefore ['ðɛəfɔ:] adv. - de aceea, pentru aceasta; deci, aşadar, prin urmare, astfel

occupation [ɔkju'peiʃ(ə)n] s. - ocupaţie, profesie

ancestor ['ænsistə] s. - strămoş

to mean, meant, meant [mi:n, ment, ment] - v. a însemna

carpenter ['ka:pintə] s. - dulgher

shepherd ['ʃepəd] s. - cioban, păstor

smith [smiθ] s. - fierar, potcovar

cooper ['kupə] s. - dogar

barrel ['bærəl] s. - butoi

to choose, chose, chosen ['tʃu:z,tʃouz, 'tʃouzn] v.- a alege

almost ['ɔ:lmost] adv. - aproape, mai-mai să

plumber ['plʌmbə] s. - instalator

electrician [elek'triʃən] s. - electrician

profession [prə'feʃ(ə)n] s. - profesie

training ['treiniŋ] s. - pregătire, instruire

to require [ri'kwaiə] v. - a cere, a necesita

learned ['lə:nid] adj. - învăţat

imagination [i,mædʒi'neiʃ(ə)n] s. - imaginaţie

creativity [kriei'tiviti] s. - creativitate

accountant [ə'kauntənt] s. - contabil

to record [ri'kɔ:d] v. - a înregistra

to summarize ['sʌməraiz] v. - a rezuma

analysis [ə'næliſis] s. - analiză

data ['deitə] s.pl. - date

interpretation [in,tə:pri'teiʃ(ə)n] s. - interpretare, lămurire

financial [fai'næn'ʃəl] adj. - financiar

physician [fi'ziʃ(ə)n] s. - medic

surgeon ['sə:dʒən] s. - chirurg

nurse ['nə:s] s. - infirmieră, soră

chemist ['kemist] s. - farmacist, chimist

to undergo, underwent, undergone ['ʌndəgou, 'ʌndəwent, 'undəgɔn] v. - a trece prin, a suporta

highly ['haili] adv. - deosebit de, mult

patience ['peiʃəns] s. - răbdare

branch ['bra:ntʃ] s. - ramură

rough [rʌf] adj. - aspru, dur

involved [in'vɔlvd] adj. - implicat

project ['prɔdʒekt] s. - proiect

to feed, fed, fed [fi:d, fed, fed] v. - a hrăni, a alimenta

skill [skil] s. - îndemânare, aptitudine

trade [treid] s. - meserie

to employ [em'plɔi] v. - a angaja

bricklayer ['brikleiə] s. - zidar

joiner ['dʒɔinə] s. - tâmplar

welder ['weldə] s. - sudor

painter ['peintə] s. - zugrav, pictor

glazier ['gleiziə] s. - geamgiu

locksmith ['lɔksmiθ] s. - lăcătuş

to repair [ri'pɛə] v. - a repara

farming ['fa:miŋ] s. - agricultură

farmer ['fa:mə] s. - ţăran, agricultor

brain worker ['breinwə:kə] s. - intelectual

skilled work - muncă calificată

to use up - a consuma

to be concerned with ['kɔnsə:nd] - a se preocupa de

combined with [kɔm'baind] - combinat cu

VOCABULARY PRACTICE

Răspundeţi la întrebări exersând vocabularul adiţional:

1. ***Whom does the profession of law include?***

The profession of law includes solicitors, barristers and judges.

2. ***Whom does the profession of arms include?***

The profession of arms includes officers in the Navy, the Army, the Air Force and the Police Force.

3. ***Whom does the theatrical profession include?***

The theatrical profession includes stage managers, producers, actors and actresses.

4. ***What do you mean by artisans?***

Artisans are skilled workers who follow a trade which requires technical training and knowledge; if they deal with machinery, they are mechanics.

5. ***What transport workers can you mention?***

There are railway workers (porters, ticket collectors, guards, engine drivers, station-masters, railway mechanics, traffic superintendents). bus, lorry and taxi drivers, stevedores and dockers who work in the docks loading and unloading goods.

6. ***Who are those making and repairing things?***

They are: tailors, dressmakers, cobblers, shoemakers, hatters, milliners, watchmakers, furriers.

7. ***Who are those engaged in the book trade?***

Those engaged in the book trade are: the writer who writes the book, the printer who prints it at the printing works, the bookbinder who binds it, the publisher who publishes it, the bookseller who sells it and the librarian who lends it.

8. ***Who are those working in shops offering their clients various services?***

They are photographers, dyers, dry cleaners, barbers, hairdressers etc.

9. ***Who are those who serve in the Navy, Army, Air and Police Force?***

They are sailors, soldiers, firemen, airmen, policemen and customs officers.

GRAMMAR

THE PAST TENSE OF THE VERB "TO BE"
Timpul trecut al verbului "TO BE"

	Afirmativ	Negativ	Interogativ (-Negativ)
	I was You were He was She was It was We were You were They were	I was not You were not He was not She was not It was not We were not You were not They were not	Was I (Not)? Were you (not)? Was he (not)? Was she (not)? Was it (not)? Were we (not)? Were you (not)? Were they (not)?
Forme contrase		I wasn't, you weren't. etc.	Wasn't I?, weren't you? etc.

THE ADVERB
Adverbul

Adverbul este partea d vorbire care întregeşte sensul unui verb sau adjectiv.

Reguli	Exemple
I. Formarea adverbelor În general adverbele de mod se formează adăugându-se sufixul -ly- unui adjectiv sau substantiv.	professional-professionally (profesional) day-daily (zilnic) careful-carefully (cu grijă. cu atenţie) man-manly (bărbătesc)
1. Unele adverbe au aceeaşi formă cu adjectivele respective.	He works hard - Lucrează din greu. He had a hard life - I-a fost greu. A avut o viaţă grea. He runs fast - Aleargă repede. He has got a fast car - Are o maşină rapidă.
2. Adverbe cu două forme diferite	***near - nearly*** He lives near us - Locuieşte aproape de noi. He nearly built his house - Aproape şi-a construit casa.

Reguli	Exemple
	late - lately (târziu) - (recent) last - lastly (la urmă) - (în sfârșit) pretty - prettily (cam, destul de) - drăguț
Notă ortografică 1. Adjectivele care se termină în *-e-* îl pierd pe *-e-* înaintea sufixului *-ly-*. 2. Adjectivele care se termină în *-y* schimbă pe *y* în *i* înaintea sufixului *-y*. 3. Adjectivele care se termină în *-ll* primesc numai *y*. 4. Adjectivele care se termină în *-ic* primesc *-ally*.	true - truly (cu adevărat) noble - nobly (nobil) simple - simply (simplu) whole - wholy (totul, în întregime) happy - happily (fericit) ready - readily (cu ușurință, ușor) pretty - prettily (drăguț) full - fully economic - economically

EXERCISES

I. Răspundeți la întrebări:

1. Where do many names come from? 2. What was a smith? 3. What do modern occupations require? 4. What are learned people? 5. Whom does the teaching profession include? 6. Why do teachers feel exhausted? 7. What are the vantages of the teaching career? 8. What do accountants do? 9. Who does medical profession include? 10. What does medical profession require? 11. What are the branches of the engineering profession? 12. What do computer operators do? 13. What do you mean by trades? 14. Whom do offices emply?

II. Formați adverbe:

mechanical, electrical, professional, actual, medical, high, responsible, probable, independent, nervous, exhausted, creative

III. Găsiți definiția (1-5) pentru cuvintele (a-e) de mai jos:

a) accountant	1. an occupation that requires learning and training
b) ***economist***	2. an engineer involved in construction
c) civil engineer	3. a person who keeps recors of financial events
d) trade	4. ***an expert in economics***
e) profession	5. a skilled work

IV. Completați spațiile cu prepozițiile sau adverbele de mai jos:

on, with, up, in, too, through,
of, in, responsibility, with, up.

1. Your way ... life is work.
2. His job was to work ... metal.
3. The people ... learned professions are brain workers.
4. A job that uses ... nervous energy.
5. This profession requires patience and ... .
6. Civil engineers are involved ... constructions.
7. He is also concerned ... the analysis of financial data.
8. Computing is best combined ... other skills.
9. If I can't make ... my mind to do something, I have to work ... a farm.

V. Răspundeți pe scurt la aceste întrebări:

Model: Was one of your ancestors a smith?
Yes, he was.

1. Were your ancestors carpenters?
   No, ...
2. Are modern occupations used for names?
   No, ...
3. Are people of learned professions traders?
   No, ...
4. Has the teaching career any vantage?
   Yes, ...
5. Are the teachers promoted easily?
   No, ...

VI. Găsiți expresii din text sau dialog care au același sens:

1. Haven't you thought . . . . . .
2. I dislike working in-doors . . . . .
3. You are right . . . . . .
4. No kidding . . . . . .
5. This occupation . . . . . .
6. A hard life . . . . . .

VII. Spuneţi ce v-ar place şi ce nu.

Folosiţi: I enjoy most - Cel mai mult mi-ar place
I enjoy least - Cel mai puţin mi-ar place

manual work	working outside (out of doors)
office work	working in-doors
creative work	working individually/alone
selling	working at home

VIII.Formaţi substantive cu ajutorul sufixului -er, conform modelului:

Model: to work - worker

to teach, to build, to weave, to paint, to write, to do, to join, to learn, to listen, to earn, to look, to employ, to train, to trade, to keep

IX. Treceţi următoarele propoziţii la timpul trecut:

1. I am a student. 2. We are in the classroom. 3. Isn't he an economist? 4. She is a typist. 5.They aren't students. 6. Is he a teacher? 7. Are they at home? 8. Am I not at the office? 9. It is not spring. 10. There aren't any books on my desk. 11. Is there any tea in your cup? 12. The sky is overcast.

X. Completaţi spaţiile libere cu timpul trecut al verbului "to be", la forma corespunzătoare:

1. There ... no students in the classroom two hours ago. 2. One of our ancestors ... a carpenter. 3. His ancestors ... shepherds, ... they? 4. Where ... you yesterday? 5. There ... any electricians when family names ... chosen. 6. He ... not a student last year. 7. ... you at home the day before yesterday, at ten o'clock? 8. Our name shows what our ancestors ... . 9. I ... very busy two weeks ago. 10. These names ... chosen about the year 1100. 11. ... they very happy to hear that? 12. It ... on the 26th of May, three years ago.

XI. Traduceţi:

1. Profesiile necesită o pregătire specială. 2. Meseriile necesită muncă manuală calificată. 3. Zidarii, zugravii, geamgii, dulgherii, electricienii, instalatorii, tâmplarii, toţi lucrează împreună pentru a construi o casă. 4. Economiştii sunt specialişti în probleme economice. 5. Birourile angajează funcţionari, dactilografe şi secretare. 6. Muncitorii agricoli lucrează în agricultură.7. Când aveai 18 ani erai studentă, nu-i aşa? 8. Anul trecut ei nu erau încă economişti, erau studenţi. 9. Lecţia numărul 19 a fost mai uşoară decât aceasta. 10. De ce

ați lipsit acum două zile? 11. Eram întotdeauna foarte bucuroși când vremea era frumoasă. 12. A fost foarte frig iarna trecută. 13. Ca economist lucrezi mult și din greu. 14. Locuiește lângă noi și este contabil de profesie. 15. Pur și simplu nu-mi place profesia de doctor, implică prea mult stres. 16. Scrie-ți tema cu atenție, altfel (otherwise) faci greșeli multe.

"I've invented something that's going to change the course of mankind. It's called a lawyer".

"Dad, tell me about the time when women were women..."

UNIT 21

THE JOB I LIKE

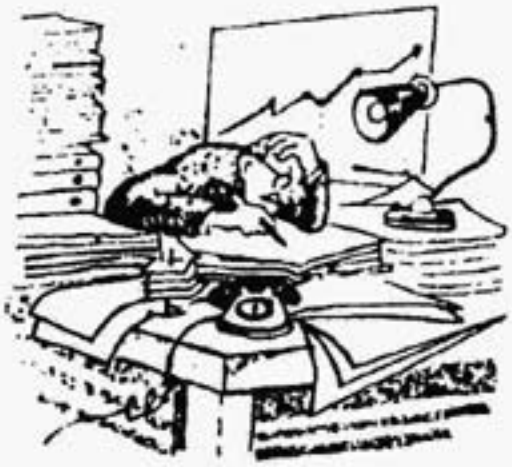
I like my secretarial work. I had the chance to find this job at the STARLINE Co. - a company trading in shirts coordinates. To get this job I had to attend a two-year Secretarial Course and so I got the diploma, my suitable qualification for the job.

The company is a small one it has about 50 employees. Mr John Spencer is our managing director. Simona Young is the personnel manager and Fred Lamon is the sales manager.. Margie Brown is our merchandiser. I am Mary Lean and I was hired as a personnel secretary to Mr. John Spencer.

The brief of my job is to be at the office 15 minutes before 9:00 a.m. I open the mail about 9:30, then I have to take shorthand in the managing director's office for an hour or so. I make the coffee and do most of the typing, and of course, I answer the telephone. I usually go to the telex room after lunch break. I make tea at four, and from four to five I fax the letters or do the filing. I am not a watchclocker, and therefore, I never leave the office on the dot.

Mr. Spencer says I am an efficient and helpful secretary. Of course, I have to be polite, I can organize my job quite well. I speak two foreign languages fluently.

I do the petty cash reporting each week. The money I add up comes in my report to my boss under four headings: travels, postage, stationary and sundries (all others). Mr. Spencer always wants to know what the petty cash is spent on. You see I don't find my secretarial work boring. I really enjoy it.



Dick Are you very busy at the office?

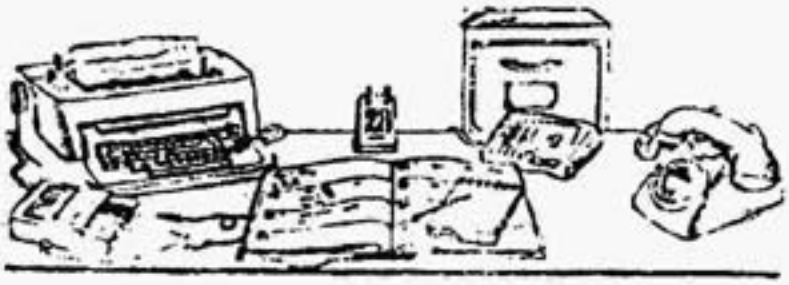
Jack Of course, I am. Yesterday, for example, I had a lot of things to do. In the morning, I had to look through the mail and answer some business letters and telegrams, then ...

Dick Does it take you long to do it?

Jack No, it doesn't. Generally that takes me about an hour.

Dick Do you type your letters yourself?

Jack No, I don't. I dictate the answers to a shorthand typist who then types them. Then, I take the letters together with some other papers to the manager's office, for the



manager to sign them. If the manager is angaged or is out, attending a conference or a meeting, I leave the papers with his secretary. Or, sometimes, I have to see the manager to ask him for further instructions.

VOCABULARY

course [kɔ:s] s. - curs

secretarial [sekri'tæriəl] adj. - de secretariat

chance ['tʃæns] s. - șansă

to find, found, found [faind, faund, faund] - v. - a găsi

to hire ['haiə] v. - a angaja

brief [bri:f] s. - (aici) fișa postului

sales [seilz] - vânzări

merchandiser ['mətʃəndaizə] s. - funcție, persoană care se ocupă de procurarea și prezentarea mărfurilor pentru desfacere

to fax [fæks] v. - a transmite scrisori prin fax-uri

ti file [fail] v. - a îndosaria, a clasa corespondența

filing ['failiŋ] s. - îndosariere

to leave, left, left [li:v, left, left] v. - a pleca, a părăsi

efficient [i'fi:ʃənt] adj. - eficient

polite [pə'lait] adj. - politicos

helpful ['helpful] adj. - săritor

to report [ri'pɔ:t] v. - a raporta

reporting [ri'pɔ:tiŋ] s. - raportare

to add up [æd] v. - a aduna, a însuma

heading ['hædiŋg] s. - coloană, poziție, antet

postage ['poustidʒ] s. - francare, port poștal

stationary ['steiʃənəri] s. - articole de papetărie

sundries ['sʌndriz] s.p. - cheltuieli diverse

to spend, spent, spent [spend, spent, spent] v. - a cheltui

boring ['bɔ:riŋ] adj. - plictisitor

to enjoy [in'dʒɔi] v. - a-i plăcea, a se bucura

to take shorthand ['ʃɔ:thænd] - a stenografia

petty-cash ['petikæʃ] - cheltuieli mărunte

shirt coordinates ['kɔ:ɔrdinets] - accesorii pentru cămăși, cravate cu batiste

trading company - întreprindere de comerț

managing director - director general

personnel [pəsə'nel] director - director de personal

sales manager - director comercial

to attend a conference [ə'tend] - a participa la o conferință

further instructions ['fə:ðə ins'trʌcʃnz] noi instrucțiuni

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***What office furniture do you know?***

notice board	typewriter
desk	wastepaper bin
telephone	graph
chair	filing cabinet

2. ***What office equipment do you need?***

calculator
computer
facsimile
photocopier

3. ***What stationary do you need?***

carbon paper	reams of typing paper (A4 or quarto)
pencils	paper clip
pens	ink
flimsy	a roll of sellotape
thick felt-tip pens	files (quarto)
ball points	rubbers/rulers

GRAMMAR

THE PAST TENSE OF THE VERB "TO HAVE"
Timpul trecut al verbului "to have"

	Afirmativ	Negativ	Interogativ (-Negativ)
	I had You had He had She had It had We had You had They had	I had not You had not He had not She had not It had not We had not You had not They had not	Had I (not)? Had you (not)? Had he (not)? Had she (not)? Had it (not)? Had we (not)? Had you (not)? Had they (not)?
Forme contrase	I'd, you'd, he'd, etc.	I hadn't, you hadn't, he hadn't, etc.	Hadn't I?, hadn't you?, hadn't he?, etc.

HAVE TO

Reguli	Exemple
Exprimă o obligaţie; îl înlocuieşte pe MUST la toate timpurile cu excepţia timpului prezent. La prezent "have to" exprimă o ***necesitate exterioară*** datorită unor circumstanţe, şi nu o obligaţie resimţită de subiect.	I ***have to*** write the letter because the managing director is waiting for it. - Trebuie să scriu scrisoarea pentru că directorul general o aşteaptă. I ***must*** write to my grandmother for Christmas. - Trebuie să-i scriu bunicii mele de Crăciun (pentru că aşa simt eu.)

EXERCISES

I. Răspundeţi la întrebări:

1. What is STARLINE Co. trading? 2. Where does Mary Lean work? 3. What is Mary's job? 4. Who is the managing director of the Company? 5. What is the brief of a secretarial job/position? 6. What are the qualities of a good secretary? 7. What is petty cash? What are the four headings under which you can report it? 8. Is Jack very busy at his office? 9.Who types the letters that Jack writes? 10. Does Jack often attend business talks? 11. What foreign languages can he speak?

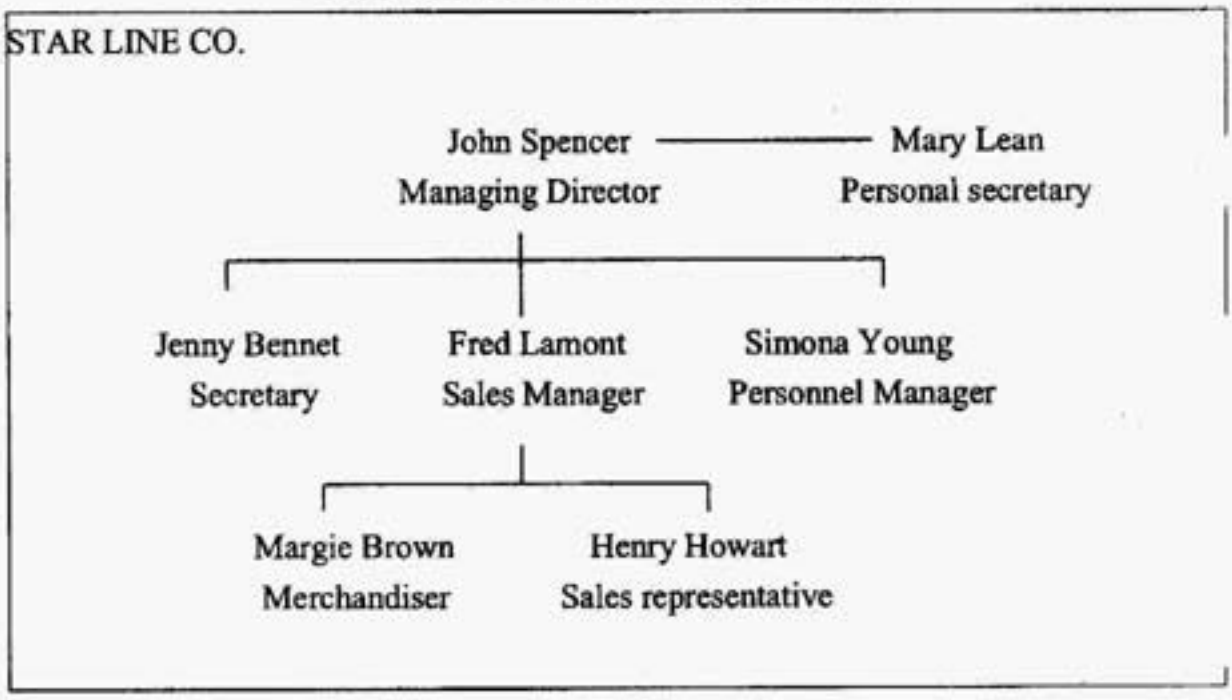
II. Completați spațiile din text cu cuvintele de mai jos:

before,	***of,***	managing,	in,
the coffee,	have to,	the filing,	
from,	to,	most of,	on the dot,
the letters,	about.		

1. The brief ***of*** my job is to be in the office ... 9.00.
2. I open the mail ... 9:30.
3. Then I ... take shorthand ... the ... director's office.
4. I make ... and do ... the typing.
5. I make tea at four and ... four ... five I fax ... or do ... .
6. I never leave the office ... .

III. Studiați o parte a organigramei firmei STARLINE. Folosiți organigrama pentru a vorbi despre personalul firmei.

STAR LINE CO.
ORGANISATION CHART (Organigrama)



Model: Mary-boss
N.B. Your boss is the person you work for.

A. Who is Mary's Boss

1. Fred-boss
2. Jenny-boss
3. Margie-boss
4. Simona-boss
5. Henry-boss

B. Fred is ....

6. John Spencer - personal secretary
7. Fred - secretary
8. Fred - merchandiser
9. John - personnel manager
10. Fred - sales representative

IV. Traduceţi în limba engleză, conform modelului, folosind verbul "to enjoy" urmat de forma -ing a verbului de conjugat:

Model: Îi place să picteze.
He enjoys painting.

1. Îi place să dactilografieze. 2. Îmi place să fac cafea. 3. Îi place să telefoneze. 4. Le place să se plimbe. 5. Îmi place să mă scol devreme dimineaţa. 6. Vă place să dansaţi? 7. Îi place să joace tenis. 8. Îţi place să bei ceai? 9. Îmi place să citesc. 10. Ne place să jucăm tenis.

V. Daţi interogativul, negativul şi interogativ-negativul următoarelor propoziţii:

1. I read a lot in English. 2. He does his work properly. 3. The typist has typed all the letters. 4. The manager is attending a conference. 5. I was very busy yesterday. 6. I have drawn up the report myself. 7. He can translate this article into English.

VI. Treceţi următoarele propoziţii la timpul trecut:

1. They have their breakfast at eight o'clock every morning. 2. She has a rest every afternoon. 3. You have a nice dress on. 4. She has a shower every morning. 5. Usually, they have lunch at the canteen. 6. We have a walk every evening.

VII. Traduceţi în limba engleză, conform modelului:

Model: Vă trebuie mult timp ca să răspundeţi la scrisori?
Does it take you long to answer the letters?

1. Vă trebuie mult timp ca să vă scrieţi temele? 2. Vă trebuie mult timp ca să studiaţi textul cel nou? 3. Îi trebuie mult timp ca să bată la maşină toate scrisorile? 4. Ne trebuie mult timp ca să vizităm fabrica? 5. Îi trebuie mult timp ca să redacteze referatul? 6. Îţi trebuie mult timp ca să traduci articolul din română în engleză? 7. Îi trebuie mult timp ca să parcurgă corespondenţa?

VIII. Transformaţi următoarele propoziţii, conform modelului.

Model: I must write all the exercises.
I had to write all the exercises.

1. I must see the manager to ask him for further instructions. 2. First, he must look through the mail. 3. She must type some letters. 4. We must write all the exercises. 5. He must work

a lot. 6. They must answer all the letters. 7. He must take the clients about the country. 8. I must draw up a report. 9. We must study a lot.

IX. Vorbiţi despre activitatea dumneavoastră.

X. Traduceţi în limba engleză

1. Anul trecut nu aveam ore de engleză. 2. Nu am avut timp să-mi fac traducerea. 3. El nu participă niciodată la tratativele comerciale. 4. Directorul i-a dictat deja stenodactilografei răspunsul la scrisoare. 5. A trebuit ca stenodactilografa să bată răspunsul la maşină. 6. A trebuit să las toate scrisorile la secretară pentru ca directorul să le semneze. 7. A trebuit să conduc clienţii străini prin ţară ca să viziteze fabricile noastre. 8. Numele meu este Mary iar numele de familie este Smith. 9. M-am născut la 19 aprilie 1964. 10. Locuiesc la Londra, sunt căsătorită şi am doi copii sub 16 ani. 11. Am absolvit liceul (Grammar School), apoi am urmat un curs de secretariat de un an de zile, unde am obţinut diploma de secretar-dactilo. 12. Trebuie să învăţ engleza mai bine ca să găsesc o slujbă bine plătită. 13. Trebuie să plec acum, nu vreau să fiu aşteptată.

UNIT 22

REVISION

My mother is being very difficult at the moment, she is a very determined woman, and perhaps rather, too fond of me. I am getting married on Saturday; and, when two people get married, the parents of the bride arrange everything.

My mother does not like this at all.

"Now, Mrs. Porter, my bride's mother says to her. This is where you're sitting in the church".

"I'm not going to sit there", says my mother. "I'm going to sit next to my son".

"But you can't. The best man has to sit next to him ... Now, this is where you're sitting at the meal afterwards".

"I'm not going to sit there", says my mother. "I'm going to sit next to my son".

"But you can't, Mrs. Porter. The bride has to ... Now, after the wedding, we're inviting all the guests to our house for a drink".

"I'm not going to go" says my mother.

"But why not, Mrs. Porter?"

"I'm not going to leave my son alone with your daughter!"

VOCABULARY

difficult ['difikəlt] adj - dificil
determined [di'tə:mind] adj. - hotărât
perhaps [pə'hæps] adv. - poate
to marry ['mæri] v. - a se căsători
to arrange [ə'reindʒ] v. - a aranja
bride [braid] s. - mireasă
everything ['evriθiŋ] pron. - totul
to say, said, said [sei, sed, sed] v. - a spune
to sit, sat, sat [sit, set, set] v. - a ședea
next to ['nekst tu:] adv. - alături de
afterwards ['a:ftəuə:dz] adv. - după aceea
wedding ['wediŋ] s. - nuntă, ceremonia de căsătorie
to invite [invait] v. - a invita
guest ['gest] s. - oaspete
drink ['driŋk] s. - băutură
to leave, left, left [li:v, left, left] v. - a lăsa, a părăsi
alone [ə'loun] adv. - singur
to be fond of - a-ți place ceva foarte mult
to get married - a se însura

EXERCISES

I. Formulați 6 întrebări la text cu următoarele cuvinte:
now, when, who, does, where, why.

II. Dați formele de bază ale următoarelor verbe:
to say, to sit, to run, to be, to arrange, to marry, to like, to go, to have, to invite, to drink, to leave.

III. Alegeți varianta corectă:
My mother is being • very difficult • in a difficult way at the moment. She is a very determined woman, and perhaps • quite • rather fond of • with me. I • am getting married • am going to get married on Saturday; and, when two people • get • are married, the parents of the bride • arrange • are arranging everything. My mother • is • does not like this at all.

"Now, Mrs. Porter my • bride's • brides' mother says • to her • her. This is where you're • going to sit • sitting in the church.

• I'm not going • I don't go to sit there, says my mother, • I'm going • I go to sit next to my son.

But you • can't • don't. The best man • must • has to sit next to him. Now, this is where you're • sitting • going to sit at the meal.

• I'm not going • I don't go to sit there, says my mother, • I go • I'm going to sit next to my son.

But you • don't • can't. The bride • has to • has ... .

IV. Rescrieţi propoziţiile de mai jos conform modelului:

1. There are five birds. Four are on the tree.
   Most of the birds are sitting on the tree.
   Four of the birds are sitting on the tree.
2. There are nine people. Two are children.
   Most of the people are adults.
   ... ... the people are children.
3. There are seven windows. Five are broken.
   Most of the windows are broken.
   ... ... the windows are broken.
4. There are seven buildings. Five are modern.
   Most of the buildings are modern.
   ... ... these buildings are modern.

V. Scrieţi gradele de comparaţie ale următoarelor adjective:

much, long, interesting, strong, ill, big, beautiful, good, pretty , cosy, cold, hot, old, merry, near, modern, bad, necessary, late, wealthy, little, rich, small, sad, thin, busy.

VI. Înlocuiţi adjectivele la gradul pozitiv din paranteză, cu gradul de comparaţie corespunzător:

1. Sometimes I have to see the manager for (far) instructions. 2. In summer, the days are (long) than the nights. 3. My (old) brother is an architect. 4. My son is (old) than my daughter. 5. Haven't you got anything (far) to say? 6. Mary is (old) of the four sisters. 7.The shop assistant at (near) shop is Ann's sister. 8. Now, I've got (many) friends in Bucharest than I had two years ago. 9. When she was 30, her (old) daughter was already 10. 10. What are our manager's (late) instructions? 11. Who is your (good) friend? 12. My friend, Tom, has three brothers, all (old) than he. The (old), John, is an economist. 13. He is always (late), the (late) student to come to classes. 14. Which is (droughty) season of the year? 15. Who is (short), Ann or Mary? 16. Which is (long) night of the year? 17. Which is (late) book you have read?

VII.Completaţi spaţiile libere cu pronumele şi adjectivele nehotărâte corespunzătoare:

1. Is there ... in the next room? 2. There isn't ... tea in the cup. 3. ... must be in time. 4. ... was absent last Monday? 5. He has ... very good dictionaries. 6. You must travel ... in the country. 7. I want to tell you ... . 8. Your book must be ... here. 9. Is there ... sugar in your milk? 10. Last year we had ... English classes. 11. Please give me ... more coffee. 12. ... has just open the door.13. Help yourself to ... more pudding, please. 14. I can't tell you ... about it. 15. There must be ... in the classroom. 16. There are beautiful regions ... in our country. 17. I can tell you ... about it. 18. ... can help you, if you need ... 's help. 19. There is ... on that shelf. 20. ... day I get up at 7 o'clock.

VIII. Puneţi întrebări la următoarele propoziţii, conform modelului:

Model: I have been teaching English for three years.
How long have you been teaching English?
I have been teaching English since 1982.
Since when have you been teaching English?

1. Our manager has been attending a conference since ten o'clock. 2. The wind has been blowing for two hours. 3. It has been snowing since Monday. 4. The teacher has been correcting our tests for half an hour. 5. We have been cleaning the flat since 3 o'clock. 6. She has been doing her morning exercises for ten minutes. 7. I have been drawing up a report for three quarters of an hour. 8. The children have been playing in the garden since 12 o'clock. 9. We have been walking for an hour. 10. Mary has been having a rest since 3 o'clock.

IX. Înlocuiţi infinitivul din paranteză cu Present Perfect Tense, Aspectul comun sau Continuu:

1. They (to have) already breakfast. 2. It (not to rain) in this region since May. 3. It (to rain) for two hours. 4. Mary (to open) just the window. 5. The window (to be open) since 5 o'clock in the morning. 6. We (to be) here for half an hour. 7. I (not to see) her since last Sunday. 8. The typist (to type) just the letters. 9. He (to read) the newspaper for a quarter of an hour. 10. They (to grow) vegetables in their garden for several months. 11. They (to be married) since 1982. 12. He (to work) in this factory for one year. 13. Ann (not to get up) yet. 14. He (to live) in this flat since 1980. 15. They (to move) already into a new house. 16. We (to watch) an interesting film on the T.V. for one hour. 17. You (to be) to the pictures this week?

X. Completaţi spaţiile libere cu timpul trecut al verbului "to be" sau "to have":

1. She ... not at home two hours ago. 2. Last year they ... their English classes on Monday, Wednesday and Friday. 3. ... you very busy yesterday? 4. Two days ago I ... a business interview with some foreign clients. 5. The shorthand typist ... to attend the talks. 6.Everybody ... present at the meeting. 7. You ... not at the office at five o'clock yesterday. 8. He ... a student last year. 9. This morning at 9 o'clock the manager ... engaged. 10. I ... to draw up a report.

XI. Completaţi spaţiile libere cu verbul cerut de sens, la timpul corespunzător:

1. We ... to the teacher's explanations for ten minutes. 2. They ... the T.V. programme since 8 o'clock. 3. We ... English classes three times a week. 4. We ... just into a new flat. 5. Our manager ... a conference since 2 o'clock. 6. We ... in Bucharest for ten years. 7. Our shorthand typist ... already all the letters. 8. He ... breakfast now. 9. She ... a student two years ago. 10. They ... always dinner at seven o'clock in the evening. 11. They .. tennis or chess now? 12. We ... this film yet. 13. Mother ... in the kitchen for an hour. 14. Father ... in the garden since two o'clock. 15. The children ... in the study-room for half an hour. 16.I ... in Bucharest. 17. I ... in Bucharest since 1970. 18. The teacher ... us many questions (now). 19. One of the students ... some sentences on the blackboard (now). 20. We ... in the language laboratory (at present).

XII. Traduceţi:

1. Lucrez în această întreprindere de comerţ exterior, ca economist, de 3 ani, adică din anul 1992. 2. De când locuiţi în acest apartament? 3. Câte mese luaţi pe zi? 4. Mai serviţi-vă cu nişte prăjituri, vă rog. 5. Nu era nimeni în sufragerie, nu-i aşa? 6. La ce oră luaţi de obicei micul dejun? 7. Vremea este foarte proastă de câteva săptămâni. 8. Poţi veni la orice oră vrei. 9. Unde vă petreceţi de obicei concediul? 10. Socrii Mariei s-au pensionat deja, nu-i aşa? 11. Tocmai ne-am întors din cel mai frumos concediu pe care l-am petrecut vreodată. 12. De cât timp îl cunoşti? 13. Luna trecută am avut mai multe zile însorite decât luna aceasta. 14. De când sunteţi aici?

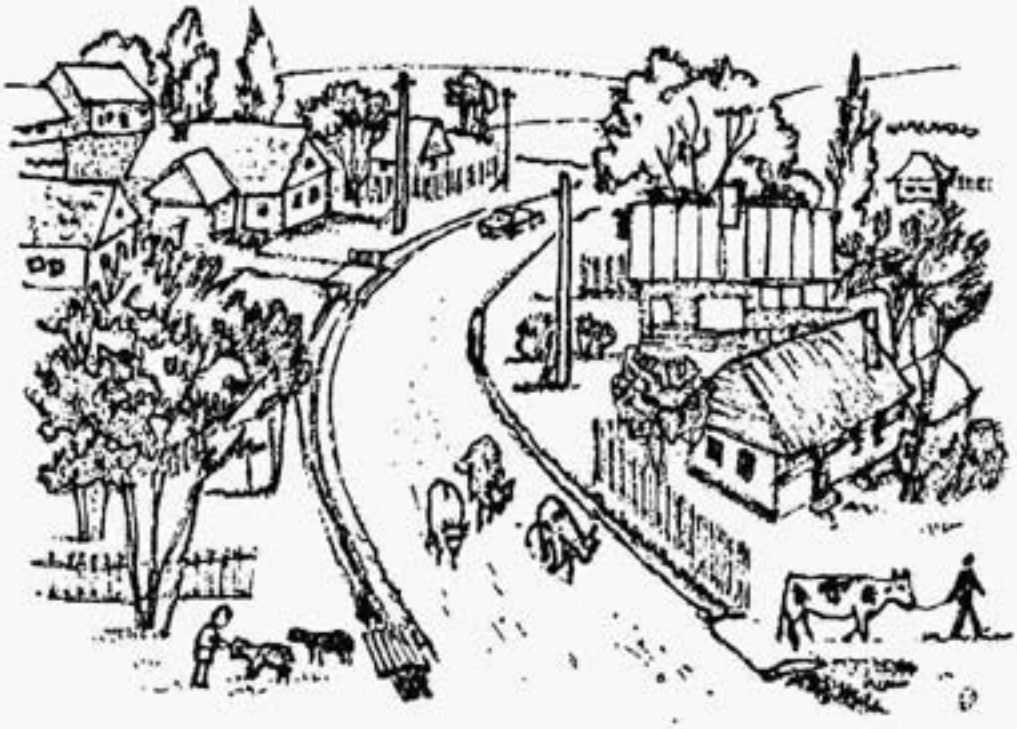
"Neat! A T.V. right in the kitchen"

UNIT 23

A VISIT TO A FARM

It was a beautiful village situated on the bank of a river and there was a forest not too far away. The farmers's house had a large garden enclosed by a fine hedge. In fact, there were three gardens in one: an orchard with all sorts of fruit-trees; a kitchen garden where they grew vegetables, and in front of the porch of the house there was a flower garden with beehives in there, and where the bees stored their honey.

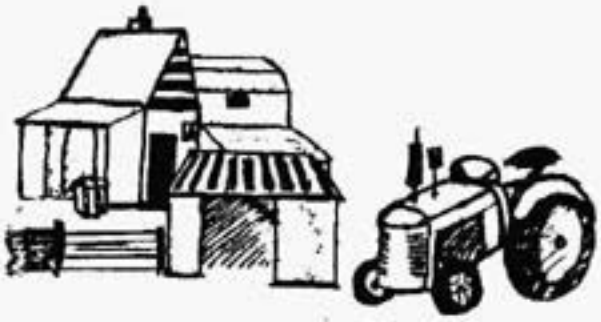
The yard was square in shape and there were various buildings arranged around it. Large barns where the grain was stored, the cattle shed where the cows and oxen were kept, stables for the horses, the cart-sheds for the carts and for the tools and farming implements. Opposite these there were sties for the pigs, poultry houses for the poultry and hay-lofts for the hay.



Farmer Curt is a very busy man: he has so many things to do, so many plants to look after. Round the farm spread endless potato fields, fields of corn, rye and oats. In autumn the farmer has to plough the ground. Then he sows and the grains sleep in the earth through the long winter months.

But the farmer doesn't sleep, he is very busy mending his tools, feeding his cattle.

In spring, the fields are quite green now. The farmer looks at the corn every day. What will the harvest be? The crops look fine, and the harvest must be good.



Ann Did you enjoy your visit to the farm?

Fred Well, of course, I did, but it was only a two-day visit.

Ann Tell me, who drove the tractor back to the farm?

Fred Uncle Jack did. You know how he is. He took us everywhere, and even told the children not to chase the hens and the geese.

Ann Did you walk as far as to the corn field?

Fred Yes, we did. We wanted to see how they cut the grass for the animals. What an exciting day the children had.

VOCABULARY

village ['vilidʒ] s. - sat

bank ['bænk] s. - mal

river ['rivə] s. - râu

to situate [sitjueit] v. - a situa, a plasa

farmer ['fa:mə] s. - fermier

to enclose [in'klouz] v. - a îngrădi, a înconjura

hedge [hedʒ] s. - gard viu

garden ['ga:d(ə)n] s. - grădină

orchard ['ɔ:tʃəd] s. - livadă, grădină de pomi fructiferi

to grow, grew, grown [grou, gru:, groun] v. - a crește, a cultiva

vegetables ['vedʒitəblz] s.pl. - legume

beehive ['bi:haiv] s. - stup

bee [bi:] s. - albină

to store ['stɔ:] v. - a stoca, a face provizii

honey ['hʌni] s. - miere

yard [ja:d] s. - curte

to arrange [ə'reindʒ] v. - a aranja, a orândui

barn [ba:n] s. - hambar, șură, pătul

grain [grein] s. - grăunte, bob, cereale
cattle ['kætl] s.pl. - vite
shed [ʃed] s. - staul, șopron, baracă
cart [ka:t] s. - căruță
tool [tu:l] s. - unealtă
implement ['implimənt] s. - unealtă de producție
stable ['steibl] s. - grajd
cow [kau] s. - vacă
oxen ['ɔksən] s.pl. - boi
horse [hɔ:s] s. - cal
sty [stai] s. - coteț
pig [pig] s. - porc
poultry ['poultri] s. - păsări
hay [hei] s. - fân
loft [lɔft] s. - pod
herd [hə:d] s. - cireadă
calf [ka:f] s. - vițel
flock [flɔk] s. - turmă
sheep [ʃi:p] s. - oaie, oi
to chase ['tʃeiz] v. - a alerga, a fugări
hen [hen] s. - găină
goose [gu:z] s. - gâscă
exciting [i'ksaitiŋ] adj. - palpitant
corn [kə:n] s. - cereale, grăunțe, bucate, grâu (în Anglia); porumb (în America)
to graze ['greiz] v. - a paște
to pass [pa:s] v. - a trece
reaping machine ['ri:piŋ mə'ʃi:n] - mașină de recoltat
endless ['endles] adv. - fără sfârșit
to look after [luk'a:ftə] v. - a se îngriji
to plough [plau] v. - a ara
ground [graund] s. - pământ
to break, broke, broken [breik, brouk, 'broukən] v. - a sparge
piece [pi:s] s. - bucată
to sleep, slept, slept [sli:p, slept, slept] v. - a adormi
to be busy mending - a fi ocupat cu reparatul

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional:

1. ***What can you grow in a kitchen garden?***

carrots	parsley	cauliflower
cabbage	parsnip	celery
tomatoes	beans	spinach
potatoes	peas	egg plants
peppers	onion	radishes
cucumbers	leeks	lettuce
	garlic	dill

2. ***What fruits can you pick-up in an orchard?***

apples	peaches	strawberries
pears	plums	raspberries
sweet cherries	grapes	blackberries
souer cherries	nuts	water melons
appricots	quinces	

3. ***What fowls and animals can you see on a farm? Mind their cries.***

cock (crow)	cows (low)
hens (cackle)	pigs (grunt)
geese (cackle)	goats (bleat)
ducks and drakes (quack)	donkeys (bray)
turkeys (gobble)	dogs (bark)
horses (neigh)	cats (mew)

4. ***What are the main crops you know?***

The main crops I know are: wheat, maize, barley, oats, rye, buckweat, clover, etc.

5. ***What are the technical plants you can mention?***

The technical plants I can mention are: flax, hemp, cotton, sunflower, castor oil plant, etc.

6. ***What can you see on a large farm?***

On a farm we can see: large barns for cereals, cattle sheds, sties for pigs, stables for horses, poultry houses, hay lofts, a dairy, as well as sheds for their agricultural machines and implements: hoes, sickes, scythes, tractors, sowing and harvesting machines.

7. ***What sorts of work does the farmer do on his farm?***

to hoe the land
to weed the weeds
to dig a ditch
to sow the seed
to plough the field
to reap/harvest the crop
to stack the sheaves
to cut the grass/the corn
to feed the animals
to milk the cows
to wheel the wheelbarrow

GRAMMAR

THE PAST TENSE SIMPLE
Timpul trecut, aspectul comun

	Afirmativ	Negativ	Interogativ (-Negativ)
	I wrote You wrote He wrote She wrote It wrote We wrote You wrote They wrote	I did not write You did not write He did not write She did not write It did not write We did not write You did not write They did not write	Did I (not) write ? Did you (not) write? Did he (not) write? Did she (not) write? Did it (not) write? Did we not write? Did you (not) write? Did they (not) write?
Forme contrase		I didn't write, you didn't write, he didn't write, etc.	Didn't I write?, didn't you write?, didn't he write?, etc.

Reguli	Exemple
I. Formare - Timpul trecut al verbelor regulate este identic cu participiul trecut. Prin urmare, regulile ortografice şi de punctuaţie sunt aceleaşi.	to ask - I asked (a întreba - eu am întrebat)
- Timpul trecut al verbelor neregulate este dat în tabelul de verbe neregulate (forma 2-a).	to write - I wrote (a scrie - eu am scris)
II. Întrebuinţare 1. Timpul trecut exprimă o acţiune încheiată în trecut, care nu are nici un fel de legătură cu prezentul. Această acţiune poate fi asociată cu un anumit moment, exprimat printr-un adverb de timp definit sau o locuţiune adverbială de timp definit referitoare la trecut: *yesterday* (ieri), *two days ago* (acum două zile), *last week* (săptămâna trecută), *last year* (anul trecut), *in 1970* (în anul 1970), etc.	Yesterday I ***saw*** a very interesting film. - Ieri am văzut un film foarte interesant.

Reguli	Exemple
N.B. În cazul adverbelor și locuțiunilor adverbiale: today (astăzi), this morning (azi dimineață), this spring (în primăvara aceasta), this year (anul acesta), etc. se folosește "Present Perfect", dacă intervalul de timp exprimat prin adverb sau locuțiune nu s-a încheiat încă, și "Past Tense", dacă adverbul sau locuțiunea indică o perioadă de timp trecută față de momentul vorbirii.	This month I ***have seen*** two films. - L na aceasta am văzut două filme (luna nu s-a încheiat încă, și acțiunea se poate repeta în cadrul acestui interval). This month I ***saw*** two films. - Luna aceasta am văzut două filme (este sfârșitul lunii și acțiunea nu mai poate avea loc în cadrul acestui interval de timp).
2. Timpul trecut se folosește în narațiuni, când povestim ceva ce s-a petrecut în trecut.	First I ***wrote*** my homework, I ***watched*** a film on the T.V. and then I ***had a walk***. - Întâi mi-am scris temele, am urmărit un film la televizor și apoi m-am plimbat.

IRREGULAR PLURALS
Plurale neregulate

Singular	Plural
goose	geese
ox	oxen
mouse	mice
child	children
Substantive care se termină în *-f* sau *-fe* schimbă *f* în *v* și adaugă *-es*:	
leaf	leaves
life	lives
wife	wives
sheaf	sheaves
calf	calves
loaf	loaves
wolf	wolves
Plurale identice cu singularul	
a sheep	sheep (oi)
a swine	swine (porci)
a deer	deer (cerbi)
a fish	fish (pești)
a trout	trout (păstrăvi)
a pike	pike (știucă)
a salmon	salmon (somon)

Singular	Plural
N.B. ***Fish*** și ***fruit*** primesc ***-s*** la plural când e vorba de diferite feluri de pește sau fructe.	
Fish precedat de un numeral are totuși plural:	two fishes.

EXERCISES

I. Răspundeți la întrebări:

1. What did you visit? 2. Where was the village situated? 3. What did you see around the farmers' house? 4. What do they have barns, sheds and stables for? 5. What is a beehive? 6. What did you see on the pasture land belonging to the farm? 7. Why did you walk to the corn field? 8. Why is farmer Curt so busy? 9. What spread round the farm? 10.What has the farmer to do in autumn? 11. How are the fields in spring?

II. Scrieți și citiți formele de bază ale următoarelor verbe:

to be, to situate, to have, to grow, to store, to arrange, to keep, to stack, to go, to graze, to enjoy, to visit, to drive, to do, to tell, to chase, to walk, to want, to cut, to leave, to pass, to reap, to feed.

III. Următoarele cuvinte lipsesc din text. Completați textul.

stored, in one, of, with,
in front of, where, kitchen,
not too far, ***on***, of, enclosed by.

1. The village was situated ***on*** the bank ... a river and there was a forest not ... away. 2. The farmers' house had a large garden ... a fine hedge. 3. There were three gardens ... : an orchard ... all sorts ... fruit-trees, and ... the proch ... the house there was a ... garden ... beehives in there, and ... the bees ... their honey.

IV. Adăugați -ly la următoarele cuvinte. Scrieți noul cuvânt. Atenție la ortografie!

quick	beautiful .....
careful	usual .....
happy	actual .....
easy	awful .....

V. Adăugați terminațiile la cuvintele de mai jos și scrieți noul cuvânt. Reținеți sensul cuvintelor.

1. cut + ing	*cutting*	7. farm + er	.....
2. plough + ing	.....	8. do + er	.....
3. spread + ing	.....	9. look + er	.....
4. mend + ing	.....	10. role + er	.....
5. pass + ing	.....	11. sleep + er	.....
6. sleep + ing	.....	12. mend + er	.....

VI. Completați spațiile libere cu verbul cerut de sens:

1. In the kitchen garden my parents ... all kinds of vegetables. 2. Last year we ... part of our summer holidays in the country. 3. One day we ... the farm. 4. The farmers ... high yields per hectare. 5. They grow all the vegetables they ... . 6. My parents ... in a new house. 7.Cows, oxen, calves, sheep and lambs ... on the pasture land. 8. The fields ... to the farm.

VII. Înlocuiți infinitivul din paranteză cu timpul trecut, aspectul comun.

1. One day we (to visit) a farm. 2. Then we (to go) to the pasture land. 3. This morning he (to leave) for his office at half past seven. 4. Last year they (not to grow) any vegetables in their garden. 5. Two years ago we (to spend) our summer holidays in the mountains. 6.They (to build) their new house two years ago. 7. This morning I (not to take) breakfast at 7 o'clock as usual. 8. Several years ago we (to breed) poultry, too.

VIII.Treceți următoarele propoziții la interogativ, negativ și interogativ-negativ:

1. Last year we spent our summer holidays in the country. 2. I knew him very well. 3.Several days ago I bought a new dress. 4. I met him in the street. 5. He showed me round their new flat. 6. They moved into their new house two months ago.

IX. Înlocuiți infinitivul din paranteză cu timpurile Present Perfect sat Past Tense:

1. We (not to attend) any English classes last year. 2. She (to write) already all her homework. 3. He (to receive) just two letters. 4. I (not to speak) to the manager this morning. 5. We (to learn) English for several months. 6. They (to move) recently into a new flat. 7.Last month the Smiths (to buy) a new car. 8. She (to type) a report since 8 o'clock in the morning. 9. We (to have a walk) last night. 10. Today he (to come back) from the office at 6 o'clock. 11. I (not to like) her new dress. 12. He (to have breakfast) already.

X. Dați răspunsuri scurte, afirmative și negative, la următoarele întrebări, conform modelului:

Model: Did you like the film?
Yes, I did.
No, I didn't.

1. Did you meet him yesterday? 2.Did they receive any letter from their friends this week? 3. Did you understand the teacher's explanations? 4. Did she come to the office by car today? 5. Did they get up at six o'clock this morning? 6. Did you leave for the office earlier today? 7. Did she have a rest this afternoon? 8. Did you practise in the language laboratory this morning? 9. Did you type any letters today? 10. Did you watch the T.V. programme last night?

XI. Puneţi întrebări la următoarele propoziţii conform modelului:

Model: Last summer we visited the farm.
When did you visit the farm?

1. The house had a large garden. 2. The garden was enclosed by a fine hedge. 3. They stored the grains in the barn. 4. The farmers built hay stacks in the back yard.

XII. Citiţi textul cu atenţie. Scrieţi 7 întrebări, folosind următoarele cuvinte interogative: what, how, for what, by whom, as what, with what, where:

CEREALS

Wheat (or corn) is a sort of grass but grows higher than common grass. Rain and sunshine help the grains to grow. They grow into tall jointed stems and soon the ears of wheat appear. They are green at first, but the sun ripens them and turns them yellow. Then the wheat is cut, and the new grains are threshed out. The tall stems make straw for the horses. The grain are ground into flour by the miller. Other cereals are: oats, rye barley, maize and rice. The grains of oats are given as food to horses.

With oatmeals, Scotch and English make oatcakes and porridge.

Brown bread is made with rye.

Beer is made with barley, malt and hops.

Maize and rice grow in the warm countries.

XIII. Translate into English:

1. Aţi vizitat vreodată o fermă? 2. Cine era proprietarul (owner) fermei? 3. Cum arăta ferma pe care aţi vizitat-o? 4. Ferma nu era prea mare, avea trei grădini şi o păşune. 5. Grădina de zarzavat se afla în spatele casei şi era cultivată cu tot felul de legume. 6. Livada era în spatele casei şi era plină de pomi fructiferi. 7. Săptămâna trecută am făcut snopi de grâu pe câmp. 8. Acum două zile fratele meu cel mai mare a tuns iarba din faţa casei şi a hrănit animalele din grajd. 9. Anul trecut ferma noastră nu avea aşa multe păsări de curte şi nici cele două turme de oi. 10. Când suntem vara la ţară, copiii se scoală de dimineaţă şi aleargă la râu să facă baie. 11. La începutul primăverii fâneţele (meadows) trebuie curăţate şi gunoiate (manured). 12. Părinţii mei ară şi seamănă în martie sau aprilie. 13. În iunie ei cosesc fânul. 14. Dimineaţa devreme iarba se coseşte (to mow, mowed, mown) cu coasa (mower, scythe) apoi este împrăştiată pe pământ, ca să se usuce la soare.

UNIT 24

WASHINGTON D.C.

If you ask anybody coming to America, what is the most beautiful city he has seen in the eastern part of the United States, the answer will undoubtedly be: WASHINGTON.

This time, last year Mr. J. Heart was flying to Washington on business for his company.

Mr. Heart, a trade representative, came to Wishington on business for his company. It was his first visit to Washington, so, whenever he had some spare time, he tried to see as much as possible.

The first morning, after breakfast, he took a walk along Massachusetts Avenue, a broad street with fine buildings and trees on both sides, where most of the embassies are situated. He had no time to see any places of interest that morning, as he had an appointment with Mr. Hilson the manager of the trade firm his company was doing business with. When their business talk was over, Mr. Hilson invited Mr. Heart to have lunch with him, and then he took him in his car, round the city, for a sightseeing tour.

First, they drove past three of the five universities in Washington, then, they went to see some famous monuments named for great American presidents: the Washington Monument, the Jefferson Memorial and the Lincoln Memorial.

They also visited famous buildings such as The National Gallery of Art, the Supreme Court and the Capitol and drove through the business section of the city.

One day, Mr. Heart visited the White House, where he saw paintings and statues of former presidents and many pieces of furniture from the time when the White House was built.

Another place worth seeing in Washington is the Library of Congress, the largest library in the United States.On his last day in Washington, Mr. Heart visited Mount Vernon, the home of George Washington, a beautiful old house situated on a hill looking over the Potomac River. It is a museum now, exhibiting furniture, clothes and tools used during the time Washington lived in.

Jane Why is the name of the capital of the United States followed by the letters D.C.?

Fred Because Washington is situated in the District of Columbia, so named in honour of Columbus, the man who discovered America.

Jane People say it is difficult to loose your way in Washington.

Fred That's right. The city is very well designed. The streets that go east and west are named for letters of the alphabet, while those that go north and south are numbered.

Jane I'm particularly interested in the monuments to the great American presidents. What do they look like?

Fred The monuments to Jefferson and Lincoln are beautiful statues, while the Washington Monument looks like a pyramid.

VOCABULARY

sightseeing ['sait,si:iŋ] s. - vizitarea unui oraş

representative ['repri'sentətiv] s. - reprezentant

to come, came, come [kʌm, keim, kʌm] v. - a veni

whenever [wen'evə] conj. - ori de câte ori

broad [brɔ:d] adj. - larg, lat

embassy ['embəsi] s.- ambasadă

appointment [ə'pɔintmənt] s. - întâlnire

to drive, drove, driven [draiv, drouv, 'drivn] v. - a conduce un vehicul

famous ['feiməs] adj. - vestit, cunoscut

president ['prezidənt] s. - preşedinte

government ['gʌvnmənt] s. - guvern

painting ['peintiŋ] s. - pictură

statue ['stætju:] s. - statuie

former ['fɔ:mə] adj. - de odinioară, de altădată

to see, saw seen [si:, sɔ:. si:n] v. - a vedea

to exhibit [ig'zibit] v. - a expune

tool [tu:l] s. - unealtă

Supreme Court [sju:'pri:m'kɔ:t]

The Capitol [ðə'kæpitl]

Mount Vernon ['maunt'və:nən]

to discover [dis'kʌvə] v. - a descoperi

to design [di'zain] v. - a proiecta

to fly flew, flown [flai, flu:, floun] v. - a zbura

accross [ə'krɔs] adv. - peste, dintr-o parte în cealaltă

engine ['endʒin] s. - motor

to wear, wore, worn [wɛə, wɔ:, wɔ:n] v. - a purta

flight [flait] s. - zbor

as much as possible ['pɔsəbl] - cât se poate de mult

to take smb. round the city for a sightseeing tour - a conduce pe cineva prin oraş pentru a face un tur al oraşului

a wide range of exhibits - o gamă largă de exponate

in the world [wə:ld] - din lume

places worth seeing [wə:θ] - locuri care merită să fie văzute

to lose (lost, lost) one's way - a se rătăci

to be particularly interested in smth. [pə'tikjuləli] - a manifesta un interes deosebit faţă de ceva; a fi în mod deosebit interesat de ceva

Washington ['wɔʃiŋtən]

Massachusetts ['mæsə't ʃu:sets]

Jefferson ['dʒefəsn]

Lincoln ['liŋkən]

The Potomac River [ðəpə'toumæk]

Columbus [kə'lʌmbəs]

VOCABULARY PRACTICE

I. Răspundeți la întrebări, folosind vocabularul adițional.

1. ***What do you say about the layout of a town?***

Well, I like it./ Well, I don't like it very much.

The streets are: avenues	straight	narow
	broad	short
	quiet	crowded
	large	crocked
	lined with trees	empty

There are	large squares
	numerous boulevards
	vast parks

The parks	are	small
squares		large
gardens		vast
		numerous

The places are	immense
	interesting
	beautiful
	lovely
	wonderful
	exquisite

The buildings are	attractive
	impressive
	magnificent
	majestic
	grand
	ugly
	dilapidated

The cities are | clean
well-kept
wonderful
reconstructed

2.***Why do you go/do sightseeing?***

to see | the sights
the city
the places of interest

to catch a glimpse of the city

GRAMMAR

THE PAST TENSE, CONTINUOUS ASPECT

Timpul trecut, aspectul continuu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I was writing You were writing He was writing She was writing It was writing We were writing You were writing They were writing	I was not writing You were not writing He was not writing She was not writing It was not writing We were not writing You were not writing They were not writing	Was I (not) writing? Were you (not) writing? Was he (not) writing? Was she (not) writing? Was it (not) writing? Were we (not) writing? Were you (not) writing? Were they (not) writing?
Forme contrase	We're You're | writing They're	I wasn't writing, you weren't writing, he wasn't writing, etc.	Wasn't I writing?, weren't you writing?, wasn't he writing? etc.

Reguli	Exemple
I. Formare Se formează din timpul trecut al verbului auxiliar "to be" și participiul nedefinit al verbului de conjugat.	I was writing.
II. Întrebuințare Este folosit pentru a exprima o acțiune de durată, în curs de desfășurare în trecut. Caracterul progresiv al acțiunii reiese dacă o raportăm la:	
a) un moment trecut exprimat printr-un adverb de timp definit sau o locuțiune adverbială de timp definit referitoare la trecut: *this time yesterday* (ieri pe vremea aceasta), *this time last year* (anul trecut pe vremea aceasta), *at 3 o'clock yesterday* (ieri la ora trei), etc.;	This time yesterday I *was typing* a report. - Ieri pe vremea aceasta dactilografiam un referat.
b) o acțiune momentană care a avut loc în trecut, exprimată printr-un verb la timpul trecut, aspectul comun;	When I met him, he *was going* to the museum. - Când l-am întâlnit, mergea spre muzeu.
c) o altă acțiune de durată, în curs de desfășurare în trecut, exprimată printr-un verb la timpul trecut, aspectul continuu.	While we *were reading*, they *were writing*. - În timp ce noi citeam, ei scriau.

EXERCISES

I. Răspundeți la următoarele întrebări:

1. What did Mr. Heart go to Washington for? 2. Was that his first visit to the capital of the United States? 3. What did he do whenever he had some spare time? 4. What does Massachusetts Avenue look like? 5. Why didn't Mr. Heart visit any places of interest the first morning? 6. What did Mr. Heart do when the business talk was over? 7. What are the places of interest in Washington he visited? 8. What is Mount Vernon? 9. What do the monuments to the presidents of the United States look like?

II. Citiți următoarele propoziții. Scrieți cuvântul care se potrivește spațiului liber.

M o d e l : The man who sees sights is a ***sightseer***.

1. The man who brings milk is a . . . .
2. The man who brings post is a . . . .

3. A house in which poultry live is a . . . . .
4. A man who paints a wall is a . . . . .
5. Someone who keeps a horse is a . . . . .
6. A place for walking at the side of a street is a . . . . .
7. Writing done by hand is . . . . . .
8. A man who drives a car is a . . . . .
9. A shed where a car is kept is a . . . . .
10. A shed where wood is kept is a . . . . .
11. Paper used to cover a wall is . . . . .

III. Câte cuvinte puteți forma cu terminația -*ward*? Adăugați această terminație la următoarele cuvinte:

in . . .	east. . .	to . . .	down. . .
back . . .	far. . .	out . . .	up . . .
re. . .	north . . .	south. . .	west. . .

IV. Găsiți definiția (a-f) pentru fiecare expresie (1-6)

1. ***engine***	a) rule, control, administration of public affairs; executive powers
2. government	b) to show; to display
3. company	c) before in time; long past
4. to exhibit	d) partners in a firm
5. former	e) the visiting sights
6. sightseeing	f) ***a machine to drive machinery or railway trains***

V. Completați spațiile libere cu prepoziții sau adverbe:

1.They drove ... three ... the five universities... Washington. 2. He had an appointment ... Mr. Hilson, the manager ... the trade firm his company was doing business ... 3. The first morning ... breakfast, he took a walk ... Massachusetts Avenue, a broad street .. fine buildings,and trees ... both sides, where most ... the embassies are situated. 4. When their business talk was ..., Mr. Hilson invited Mr. Heart to have lunch ... him and then he took him ... his car ... the city ... a sightseeing tour. 5. Mr. Heart saw famous monuments named ... great American presidents. 6. Another place worth seeing ... Washington is the Library ... Congress, the largest library ... the United States. 7. ... his last day ... Washington, Mr. Heart visited Mount Vernon, the home ... George Washington, an old house situated ... a hill looking ... the Potomac River.

VI. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. This time last year we were travelling about the country. 2. This time yesterday he was going on a sightseeing tour. 3. They were having lunch together yesterday at twelve o'clock.

4. Two days ago, at three o'clock, we were visiting the museum. 5. They were having a walk this time last night. 6. He was driving to Brașov this time last Monday.

VII. Înlocuiți infinitivul din paranteză cu timpul trecut, aspectul continuu:
1.I (to watch) the T.V. programme when John came in. 2. While we (to study) in the library,, they (to play) tennis. 3. While he (to have a rest), she (to cook) in the kitchen. 4. While he (to work) in the garden, she (to do) her morning exercises. 5. While he (to watch) the match on the T.V., she (to read) a book. 6. While the manager (to attend) a meeting, the typist (to type) some letters. 7. John (to read) the newspaper, when somebody knocked at the door. 8. Yesterday morning, at 8 o'clock, he (to have) breakfast.

VII.Folosiți timpul trecut, aspectul continuu în următoarele propoziții:
YESTERDAY/LAST WEEK, I SAID . . . . .
TODAY, I SAY . . .

	I am going to see the monument.
LAST WEEK:	We ... to see the museum, but we didn't have enough money.
	I'm meeting Tom at twelve o'clock.
YESTERDAY:	I ... Tom at twelve o'clock, but I couldn't go.
	They are coming to dinner.
LAST WEEK:	They ... to dinner, but her husband was taken ill.
	Mr. Wilson is going to do business with our company.
YESTERDAY:	Mr. Wilson ... business with our company, but Mr. Heart had to fly back.

Miss Kirk started typing at two o'clock yesterday. She finished typing at five o'clock.

At three o'clock, Miss Kirk ... .

Bill turned on the radio at eight o'clock yesterday evening. He turned it off at ten o'clock.

At nine o'clock, Bill ... to the radio.

I started shaving at a quarter past seven yesterday. I finished shaving at half past seven.

At twenty past seven, I ...

Tom and Mike started playing chess at nine o'clock last night. They finished playing chess at eleven o'clock.

At ten o'clock, they ... .

Bill left home at eight yesterday morning. At nine o'clock, he arrived in Washington. What was Bill doing at half past eight?

He ... to Washington.

He got into the booth at seven o'clock yesterday evening. I got out of the booth at nine o'clock. What were you doing in the booth from seven to nine?

I ... in the booth.

IX. Alegeți timpul corect:

- I'm / I was — going to a football match today, but it's raining.
- I was / I'am — meeting Paul at six, but he can't come.
- They're / They — were going to send me some money, but they forgot to.
- We were / We're — having lunch at Paul's, but his wife is ill.

Mr. Wilson — You were / You are — coming to our office tomorrow, but I'm afraid I can't be there.

- He was / He is — going to give me his address, but he never did.
- I was / I'm going — to listen to the radio this evening, but it's broken.
- They're / They were — spending this week-end in Washington, but they had to fly back.

X. Înlocuiți infinitivul din paranteză cu timpul trecut, aspectul comun sau continuu:

1. What you (to do) this time yesterday? You (to study) or (to have a rest)? 2. When (to come) home, my son (to play) chess with his friend, Tom. 3. When we (to get) to the swimming pool, the sun (to shine). 4. When we (to leave) the office, the typist still (to type) a report. 5. Yesterday, when I (to go shopping), I met my best friend, Nick. 6. When she (to enter) the room, he just (to shut) the window. 7. When I (to come back) from the office, my daughter (to play) with her dolls. 8. They (to buy) a new car last year. 9. They (to build) a new house this time last year. 10. Where you (to go) at 5 o'clock yesterday, when (to meet) you?

"Excuse me, sir ... which way is the patent office?"

XI. Traduceţi:

1. Ieri pe vremea aceasta mă duceam spre birou. 2. În timp ce noi învăţam, ei îşi scriau temele. 3. Ce făcea Ana în timp ce Maria lua micul dejun? 4. Unde vă duceaţi ieri când v-am întâlnit? 5. Ce făceaţi ieri pe la ora patru? 6. Cu cine vorbeai la telefon când am intrat în cameră? 7. Când am ajuns acasă, Tom tocmai îi arăta prietenului lui apartamentul nostru. 8. Ori de câte ori am puţin timp liber, vizitez un muzeu. 9. În muzeul de la Mount Vernon putem vedea un număr mare de exponate: mobilă, haine, unelte folosite în vremea când trăia Washington. 10. Districtul Columbia şi-a primit numele de la Columb, cel care a descoperit America. 11. Îmi amintesc de o seară de octombrie de acum zece ani. Eram foarte emoţionat pentru că, în acea seară târziu, urma să întâlnesc o fată. Intenţionam să o duc să viziteze partea centrală a oraşului, apoi urma să mergem la restaurant. Desigur, speram să mă căsătoresc cu ea. În seara aceea trebuia să cheltuiesc mulţi bani, dar banii nu erau importanţi. Mai târziu m-am căsătorit cu ea şi de atunci n-am mai avut bani.

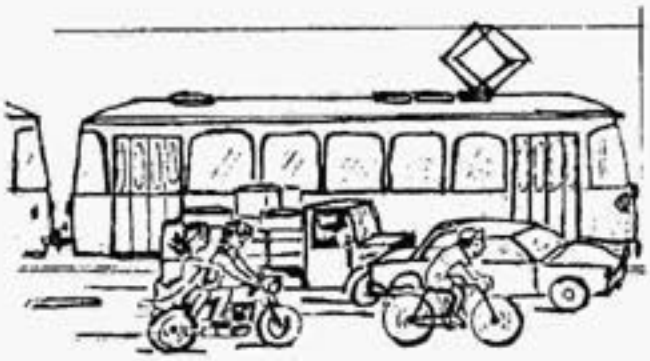
UNIT 25

CITY TRAFFIC

In a city like Bucharest with so many privately owned automobiles, one might think that getting from home to work or getting to town for shopping would be very easy, but it is not. It is very simple to drive a car in town but it is very difficult to find a place to park it once the car is in town.

Therefore, when Dan had finished his business, he wanted to show his daughter Mary the Underground Station and how to get about. At every underground Station there were maps of all the undergound lines in Bucharest, and booths for tickets so it was easy to get to the place you wanted to go to. At some stations they could change to a different underground line. To change trains they had to go to another level by excalators. They could get from one place to another faster than if they ran above the ground because there were no traffic lights, no crossroads, no pedestrian crossings.

But Bucharest still maintains a system of public transportation or a transitsystem covering the entire city offering a wide choise of buses, trolley-buses, trams all running on regular schedules. Besides this public transit system, taxi-cabs also provide transportation in the city. They have the advantage of getting the passenger more quickly to his destination than public buses or trams because they can take the shortest route to destination and they do not have to stop for new passengers.



M.: Good Heavens! It's simply pouring; I was afraid we were in for a change. I wasn't very far wrong, was I?

F.: No, it looked like rain when we started.

M.: There's a rush for the buses, and all the taxis seem to have vanished.

F.: Yes, there's no telling when we can find one. Let's take the tube; we shall be under cover all the way.

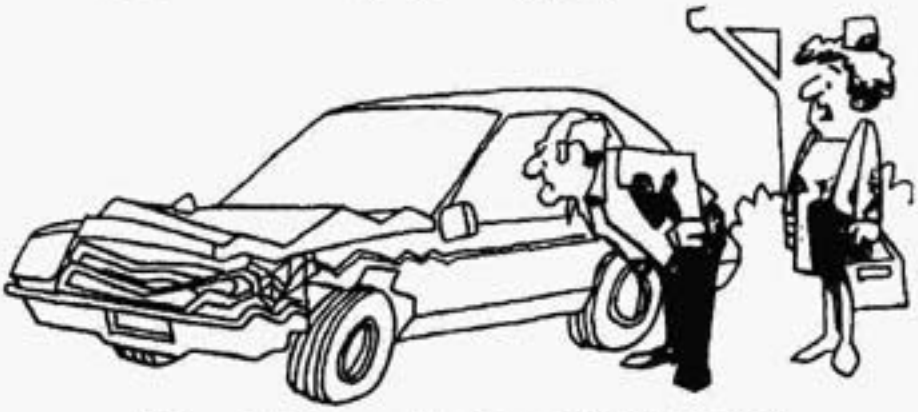
M.: The trains are frightfully overcrowded.

F.: We have to squeeze in somewhere.

M.: You are a season-ticket holder, aren't you?

F.: Yes, I've had a season ever since I started my new job.

M.: That just reminds me, mine's only got another week to run.



"Not only that, now it's stopped talking to me."

VOCABULARY

traffic ['træfik] s. - circulaţie

city ['siti] s. - oraş

privately ['praivitli] adv. - privat, particular, personal

to own [oun] v. - a poseda, a stăpâni, a avea

to park [pa:k] v. - a parca

shopping ['ʃɔpiŋ] s. - cumpărături

to find, found, found [faind, found, found] v. - a găsi

underground ['ʌndəgraund] s. - metrou

booth [bu:θ] s. - cabină

pedestrian [pi'destriən] s. - pieton

crossroad ['krɔsroud] s. - intersecţie

excalator [eskə'leitə] s. -scară rulantă

to maintain [mən'tein] v. - a menţine

to offer [ɔfə] v. - a oferi

to cover [kʌvə] v. - a acoperi

entire [en'taiə] adj. - întreg

choice ['tʃɔis] s. - alegere

bus [bʌs] s. - autobuz

tram [træm] s. - tramvai

to run, ran, run [rʌn, ræn, rʌn] v. - a alerga (aici, a funcţiona, a merge)

schedule [ʃediul] s. - orar

cab [kæb] s. - taxi

advantage [əd'va:ntidʒ] s. - avantaj

to provide [prə'vaid] v. - a asigura

to stop [stɔp] v. - a opri

to pur [pɔ:] v. - a turna

to think, thought, thought [θiŋ, θɔ:t, θɔ:t] v. - a gândi, a crede

rush [rʌʃ] s. - goană, grabă

to vanish ['væniʃ] v. - a dispare

tube [tjub] s. - metro în Anglia

frightfully ['fraitfuli] adv. - înspăimântător

overcrowded [o'uvəcraudid] adj. - supraaglomerat

to sqeeze ['skwi:z] v. - a a stoarce (aici) a se înghesui

holder ['houldə] s.- deţinător

to remind [ri'maind] v. - a-şi aminti

to be in for - a se aştepta la

to look like - pare să

there's no telling - nimeni nu ştie

season-ticket - abonament

VOCABULARY PRACTICE

Răspundeţi la întrebări exersând vocabularul adiţional:

1. ***How can you get to the nearest underground station?***

It is not far, it's just round the corner.

You have to get off at the next.

This bus takes you right there.

You can find it on the other side of the square.

You've just missed it. Take the first turning to the left.

2. ***How can you get about the town?***

I can	go come	by	bus trolley-bus tram underground

I can	take catch miss board enter change drive a car drive up in a car	a bus. a trolley-bus a tram an underground

The tram the bus the taxi	will take you	right there as far as... straight to ...

3. ***How was the traffic?***

heavy light much modern blocked up congested lulled held up	traffic.

4.***When driving a car about the town, what must you observe?***

rules	signs
traffic lights	regulators

5. ***What can you experience in a traffic?***

a block
a break
a bottle-neck
a gap
a hold-up
a lull
a jam.

6. *Tram, Bus, Trolley-bus in Everyday Speech*

— Shall we take a tram?
— The tram will take us right there.
— It takes the tram so long to come.
— How long does it take you to get there by ... ?
— Can you tell me if there is a tram from here to the hotel?
— Where is the bus stop?
— This bus stops only at request.
- Does the tram run to ...?
— The tram is full.
— Do we have to change trams?
— Shall we get on the bus?
— Do they run any new bus lines in the city?
— Where must I get on?
get off?
change?
- Tell me where to change, please!
— Are there no trams running here?
— Cross the street under the green light, only!
— Ask that man who is blocking the aisle to step aside!
— No left turn!
— Road - work ahead!
— Road narrows!
— Give way!
— Halt at crossroads!
— Look out when crossing!
— Horns forbidden!
— No parking!
— No admittance!
— If you take the underground, you don't have to change anywhere.
— Which is the nearest way to ...?
— Can you tell me the way to ...? This is my first time in Washington and I'm afraid I've lost my bearings.
— Is it much of a walk?
— Could you put me right?

— Do I take this street or that?
— Which is the quickest way to ...?
— Am I right for ...? This is the first time I've been here.
— How long does it take to walk from here to ...?
— Go as far as the railway station.
— I'm a stranger here myself. You'd better ask a policeman.
— You are still some way off.
— It's just round the corner.
— It's quite a distance.
— At the next crossroads turn to the left.

GRAMMAR

THE PAST PERFECT TENSE, SIMPLE

Mai-mult-ca-perfectul simplu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I had written You had written He had written She had written It had written We had written You had written They had written	I had not written You had not written He has not written She had not written It had not written We had not written You had not written They had not written	Had I (not) written? Had you (not) written? Had he (not) written? Had she (not) written? Had it (not) written? Had we (not) written? Had you (not) written? Had they (not) written?
Forme contrase		I hadn't written, You hadn't written, etc.	Hadn't I written? Hadn't you written? etc.

Reguli	Exemple
I. Formare Se formează din timpul trecut al verbului auxiliar al verbului *"to have"* și participiul trecul al verbului de conjugat.	I had written - Scrisesem.
II. Întrebuințare Este folosit pentru a exprima o acțiune trecută, anterioară față de un moment trecut, care poate fi marcat prin:	
a) o locuțiune adverbială de timp: *by the end of the week* (până la sfârșitul săptămânii), *by 2o'clock* (până la ora două), *by sunday* (până duminică), *by that time* (până la ora aceea) etc.	By the end of the last week, I ***had already drawn up*** the report. - Până la sfârșitul săptămânii trecute, redactasem deja referatul.
b) o altă acțiune trecută, exprimată printr-un verb la timpul trecut - aspectul comun.	When I got home, they ***had*** already ***left***. - Când am ajuns acasă, ei plecaseră deja.

THE PAST PERFECT TENSE, CONTINUOUS ASPECT
Mai-mult-ca-perfectul, aspectul continuu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I had been writing	I had not been writing	Had I (not) been writing?
	You had been writing	You had not been writing	Had you (not) been writing?
	He had been writing	He had not been writing	Had he (not) been writing?
	She had been writing	She had not been writing	Had she (not) been writing?
	It had been writing	It had not been writing	Had it (not) been writing?
	We had been writing	We had not been writing	Had we (not) been writing?
	You had been writing	You had not been writing	Had you (not) been writing?
	They had been writing	They had not been writing	Had they (not) been writing?

	Afirmativ	Negativ	Interogativ (-Negativ)
Forme contrase	I'd been writing, you'd been writing, etc.	I hadn't been writing, you hadn't been writing, etc.	Hadn't I been writing?, hadn't you been writing?, etc.

Reguli	Exemple
1. Formare Se formează din mai-mult-ca-perfectul verbului auxiliar "to be" și participiul nedefinit al verbului de conjugat.	I had been writing - Scrisesem.
2. Întrebuințare Este folosit pentru a exprima: a) o acțiune de durată, care a fost în curs de desfășurare în trecut și s-a încheiat cu puțin înainte față de un moment trecut; b) o acțiune de durată, în curs de desfășurare, care a început înaintea unui moment din trecut și continuă și în acel moment.	I had just been reading the new text, when I heard the bell. - Tocmai citisem textul nou, când am auzit soneria.
Momentul trecut poate fi marcat prin: - o locuțiune adverbială de timp: *this time yesterday* (ieri pe vremea aceasta), *this time last month* (luna trecută pe vremea aceasta), etc.;	This time yesterday I ***had been writing*** my homework for half an hour. - Ieri pe vremea aceasta îmi scriam temele de o jumătate de oră.
- o acțiune trecută, exprimată printr-un verb la timpul trecut, aspectul comun.	When he got home, she ***had been watching*** the T.V. programme for one hour. - Când a ajuns acasă, ea urmărea programul de televiziune de o oră.

EXERCISES

I. Răspundeți la întrebări:

1. Is it easy to get from home to work by car in Bucharest? Why? 2. What did father want to show his daughter? 3.What can you see at every underground station? 4. What could they change at some underground stations? 5. How did they change trains? 6.Why could they get faster by the underground than by the bus? 7. What does a public transit system consist of? 8. What else provides transportation in Bucharest? 9. Why was it such a rush for the buses?

II. Dați formele de bază ale următoarelor verbe:

to own, to get, to drive, to find, to park, to run, to do, to provide, to change, to vanish, to squeeze, to hold, to remind, to have, to pour.

III. Dați antonime:

new, overcrowded, far, wrong, quickly, short, regular, easy, underground.

IV. Completați spațiile libere cu prepozițiile sau adverbele de mai jos:

about, *to*, at, from, to, in somewhere, in for, for, ever since.

1. One might think that getting from home *to* work would be very easy, but it is not.
2. Father wanted to show his daughter the underground station and how to get ... .
3. ... some stations they could change ... a different underground line.
4. I was afraid we were ... ... a change.
5. There's a rush ... the buses.
6. We have to sqeeze ... .
7. I've had a season ticket ... ... I started my new job.

V. Completați dialogul:

— The traffic light has changed to green.
— That means ....
— The lady is afraid to cross the road.
— Let's ... .
— I wonder why accidents happen at crossroads.
— Can't you see .....

VI. Traduceți în limba engleză, conform modelului:

Model: Ați face mai bine să luați un autobuz.
You'd had better take a bus.

1. Ați face mai bine să întrebați pe cineva care este drumul către poștă. 2. Ați face mai bine să-i scrieți o scrisoare. 3. Ați face mai bine să întrebați un trecător care este cel mai scurt drum către muzeu. 4. Ați face mai bine să învățați mai mult. 5. Ați face mai bine să vă sculați mai devreme dimineața. 6. Ați face mai bine să vizitați și alte muzee. 7. Ați face mai bine să vă duceți la cinema.

VII. Schimbați următoarele propoziții conform modelului:

Model: Nick says he has just visited the Art Museum.
Nick said he had just visited the Art Museum.

1. The typist says she has just typed a letter. 2. Mary says she has just translated an article from Romanian into English. 3. John says he has written his homework. 4. He says he has just come back. 5. She says she has never been ill. 6. Tom says he had told her a lot of interesting things. 7. Ann says she has just had her breakfast. 8. Nick says he has just had a walk. 9. He says he has seen many places of interest in Washington. 10. Jane says she has just met Tom.

VIII.Puneți întrebări la următoarele propoziții:

1. Undergrounds run under the ground. 2. During rush hours, a lot of people go to and come from their work. 3. Steam trains were very dirty. 4. Today, the system of London passenger transport covers an area of about 2,000 sq. miles. 5.There are vacant seats on top. 6. The people standing at the door are getting off next stop. 7. We got to Oxford street by underground. 8. Every morning, we must take a bus to the centre of the city. 9. At some stations, passengers can change to a different underground line. 10. Passengers may cross the street when the green light is on.

IX. Schimbați următoarele propoziții, conform modelului:

Model: This time yesterday he was translating an article.
This time yesterday he had been translating an article for half an hour.

1. This time yesterday we were getting about the city. 2. This time yesterday they were travelling by motor coach. 3. This time yesterday she was practising in the language laboratory. 4. This time yesterday he was playing chess. 5. This time yesterday Mary was doing her morning exercises. 6. This time yesterday mother was cooking. 7. This time yesterday you were doing your shopping. 8. This time yesterday they were visiting a museum. 9. This time yesterday John was working in the garden. 10. This time yesterday our manager was attending a conference.

X. Citiți, traduceți și povestiți:

A woman is in a hurry and takes a taxi. The taxi goes at great speed and narrowly misses some lamp posts, trams and policemen. The woman is frightened and says to the taxi driver: "Please, be careful! This is the first time I've been in a taxi". "That's all right, ma'am" answers the taxi driver. "This is the first time I have driven one."

XI. Să terminăm cu un zâmbet. Citiți și redați următoarele glume:

Teacher: Johny, why are you late for school every morning?

Johny: Every time I come to the corner a sign says: "School - keep slow".

IN A CROWDED BUS

C.: Wake up!

M.: I wasn't asleep.

C.: Not asleep? But you had your eyes closed.

M.: I know. I just hate to look at ladies standing up in a crowded bus.

XII. Traduceţi:

1. O aşteptasem în faţa cinematografului timp de un sfert de oră când, în sfârşit, a venit. 2. Am locuit la Cluj timp de doi ani înainte de a ne muta la Bucureşti. 3. Ieri pe vremea aceasta, Ana bătea la maşină de o oră. 4. Călătorisem prin ţară timp de două săptămâni când l-am întâlnit. 5. Când am ajuns acasă mi-a arătat traducerea pe care o făcea de la ora 5. 6. Ne plimbam de o jumătate de oră prin parc, când i-am întâlnit pe prietenii noştri. 7. A predat franceza timp de un an înainte de a începe să predea engleza. 8. Puteţi să-mi spuneţi care este drumul cel mai scurt până la hotelul Bucureşti? 9. Mergeţi drept înainte şi apoi luaţi-o pe prima stradă la dreapta. Hotelul este clădirea mare din faţa dumneavoastră. 10. Unde este staţia de autobuz cea mai apropiată pentru Piaţa Universităţii? 11. Îmi pare rău, dar nu ştiu, întrebaţi un alt trecător. 12. Nick i-a spus turistului că a luat-o pe un drum greşit. 13. L-am întrebat dacă a vizitat deja acest muzeu. 14. Mi-a spus că tocmai s-a întors de la birou. 15. Credeam că aţi plecat deja. 16. După ce a luat masa de prânz, s-a odihnit puţin. 17. I-am spus că nu am mai văzut-o pe Maria de două săptămâni. 18. Citeam de două ore o carte foarte interesantă, când a venit Maria. 19. Scriam o scrisoare de câtva timp când, deodată, a sunat soneria. 20. Ieri pe vremea aceasta făceam curăţenie în casă de două ore. 21. Pietonii pot traversa numai când semaforul arată verde. 22. Călătoresc cu metroul în special în timpul orelor de vârf, când autobuzele şi tramvaiele sunt supraaglomerate. 23. Dacă pierdem autobuzul sau dacă nu putem să ne urcăm, trebuie să aşteptăm altul. 24. Ei iau bilete pentru metrou de la casa de bilete sau de la maşini automate. 25. La intersecţii, vehiculele trebuie să reducă viteza. 26. Coborâm la staţia următoare, nu-i aşa?

UNIT 26

I'LL PROBABLY STAY AT HOME ON WEEK-END

Mother: What are you going to do this week-end, Chris?

Chris: I'll probably stay at home and learn some English.

Mother: I hope you'll have a pleasant week-end if you join us to the woods and have our picnic by the river.

Chris: I'm afraid that won't be likely.

Mother: Why not?

Chris: Because I'll have to listen to Paul's complaints.

Mother: What complaints?

Chris: Too early to get up, too long to prepare a picnic lunch, too boring to get the car ready, ..., etc.

However next day it was Saturday, and we all got up very early, prepared a picnic lunch, got the boat and the car ready, took the fishing rods and drove off.

We got to the woods and choose for our picnic a really beautiful picnic shady place under an oak-tree. It was quite a pleasure to breathe the fresh air of the country. We spread a blanket on the grass and sat down to have our lunch as we already felt hungry. The fresh air made everything taste very good. Then, the children were happy to change into their bathing suits and have a swim in the cool water of the river. The ladies picked flowers, berries and mushrooms, lay in the sun-rays and had a nice chat while walking about the

wood. When the ladies were back, we walked quickly down the steep road to the river. We pushed the rowing boat on to the river, pulled the oars and rowed up the river. It was a small winding river, flowing gently to the valley. The valley was narrow, but woody and silent, full of flowers and birds.

Paul suddenly shricked "What's that?" - "Only a frog jumping into the water. Keep quiet, you nearly upset the boat, and see over there what you've done".

Paul's cry had so disturbed an angler peacefully sitting on the bank of the river, that he had dropped his fishing rod, and was looking "daggers" at Paul.

Then the children moored the boat to a weeping-willow, they walked up to the village. When we were about to leave, it started raining and we took shelter until the rain stopped.

When it got dark, we drove back home.

VOCABULARY

week-end ['wi:kend] s. - sfârşit de săptămână

to relax [ri'læks] v. - a se relaxa, a se destinde

to enjoy oneself [in'dʒɔi] v. - a se distra

to depend on [di'pend'ɔn] v. - a depinde de

picnic ['piknik] s. - picnic

to choose, chose, chosen [tʃu:z, tʃouz, 'tʃouzn] v. - a alege

shady ['ʃeidi] adj. - umbros

oak-tree ['ouk'tri:] s. stejar

to breathe [bri:ð] v. - a respira

fresh [freʃ] adj. - proaspăt

air [ɛə] s. - aer

to spred, spread, spread [spred, spred. spred] v. - a întinde, a desface

chat [tʃæt] s. - conversaţie, taifas

to fish [fiʃ] v. - a pescui

to burn, burnt, burnt [bə:n, bə:nt, bə:nt] v. - a arde

to stay [stei] v. - a sta

maybe ['meibi:] adv. - poate (că)

to agree to smth. [ə'gri:] v. - a fi de acord cu ceva

to bathe [beið] v. - a se scălda

can, could [kæn, kud] v. - a putea

trout [traut] s. - păstrăv
blanket ['blæŋkit] s. - pătură
to taste [teist] v. - a gusta; a avea un (anumit) gust
water ['wɔ:tə] s. - apă
to pick [pik] v. - a culege
berry ['beri] s. - fruct de pădure
mushroom ['mʌʃrum] s. - ciupercă
to feel (felt, felt) hungry [fi:l,felt, felt] - a fi flămând
bathing suit ['beiðiŋ'sju:t] - costum de baie
to lie (lay, lain) in the sun-rays [lai, lei, lein] - a face plajă
to be surprised [sə'praizd] - a fi mirat, surprins
steep [sti:p] adj. - abrupt
to push [puʃ] v. - a împinge
to pull [pul] v. - a trage
oar [ɔ:] s. - vâslă
to row ['rou] v. - a vâsli
winding ['waindiŋ] adj. - șerpuitor
to flew. flown [flou, flu:, floun] v. - a curge
gently ['dʒentli] adj. - liniștitor
valley ['vælei] s. - vale
to shrick [ʃri:k] v. - a țipa
frog [frɔg] s. - broască
to jump [jʌmp] v. - a sări
to upset ['ʌp'set] v. - a deranja
boat [bout] s. - barcă
to disturb [di'stə:b] v. - a deranja
angler ['æŋglə] s. - pescar cu undița
to șit, sat, sat [sit, sæt, sæt] v. - a ședea
peacefully ['pi:sfuli] adv. - în mod pașnic
bank [bænk] s. - mal
cry [krai] s. - strigăt
patient ['peiʃ(ə)nt] adj. - răbdător
to moor [muə] v. - a lega de mal
we got the car ready ['redi] - am pregătit mașina
fishing rod ['fiʃiŋ'rɔd] - undiță
camp fire ['kæmp'faiə] - foc de tabără
to be about to - a fi pe punctul de a ..., a fi cât pe ce să...
to take shelter ['ʃeltə] - a se adăposti
to get dark - a se întuneca
to catch cold -a răci
to pitch a tent ['pitʃ ə'tent] - a instala un cort
to have a lot of fun [fʌn] - a se distra bine
to look daggers - a fulgera pe cineva cu privirea
weeping-willow [wi:piŋ 'wi:lou] - salcie plângătoare

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional:

1. ***What else do you generally do during your week-ends?***

During our week-ends we may also go out and see our friends, go to the cinema or to the theatre, to a restaurant or to a museum, we go for a walk to the park or practise sports. We

may also stay at home and read something or watch television. Our hobbies take us a lot of time, too.

2. ***Why do we always look forward to having a rest in the country-side?***

We always look forward to having a rest in the countryside, as we are eager to be out of doors, to get away from the noisy and dusty town, after a whole week when we have been inside.

3. ***Where do you spend your week-ends in winter?***

In winter, we spend our week-ends in the mountains. We enjoy skiing on the slopes or skating on the frozen lake. Sometimes we take long walks in the woods where everything around looks wonderful on sunny days, with all the trees and bushes covered with hoar frost sparkling in the sun. After we have spent many hours in the open air, very hungry, we return to the warmth of the house, where a tasty lunch waits for us. In the evening, we sit by the fire, talk, tell jokes, sing, dance and have a very good time.

GRAMMAR

THE FUTURE TENSE SIMPLE
Timpul viitor simplu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I shall write You will write He will write She will write It will write We shall write You will write They will write	I shall not write You will not write He will not write She will not write It will not write We shall not write You will not write They will not write	Shall I (not) write? Will you (not) write? Will he (not) write? Will she (not) write? Will it (not) write? Shall we (not) write? Will you (not) write? Will they (not) write?
Forme contrase	I'll write, you'll write, he'll write, etc.	I shan't write, you won't write, he won't write, etc.	Shan't I write?, won't you write?, won't he write?, etc.

Reguli	Exemple
I. Formare Se formează din verbele auxiliare "*shall*" (pentru persoana I singular și plural) și "*will*" (pentru persoanele a II-a și a III- a singular și plural), plus infinitivul scurt al verbului de conjugat.	I ***shall*** write - (eu) voi scrie you ***will*** write - (tu) vei scrie
II. Întrebuințare Este folosit pentru a exprima o acțiune viitoare față de momentul vorbirii. Această acțiune poate fi asociată cu un anumit moment sau cu o anumită perioadă de timp exprimată printr-un adverb sau o locuțiune adverbială de timp referitoare la viitor: *tomorrow* (mâine), *the day after tomorrow* (poimâine), *next week* (Săptămâna viitoare), *next monday* (lunea viitoare), *next month* (luna viitoare), *next spring* (primăvara viitoare), *next year* (anul viitor) etc.	Next year, I ***shall spend*** my holidays in the mountains. - Anul viitor îmi voi petrece concediul la munte.
Verbul "*will*" folosit la persoana I singular și plural este verb modal și exprimă intenția sau hotărârea subiectului de a săvârși o anumită acțiune.	I ***will*** go there. - Sunt hotărât să mă duc acolo.
Verbul "*shall*" folosit la persoanele a II-a și a III-a singular și plural este verb modal și exprimă un ordin, o amenințare, o promisiune.	You ***shall*** go there. - Trebuie să te duci acolo (îți comand să faci acest lucru). You ***shall*** have the book back the day after tomorrow. - Îți promit să-ți înapoiez cartea poimâine.
Viitorul simplu se folosește numai pentru acțiuni viitoare neplanificate.	She'***ll be*** pleased to see you. - Îi va face plăcere să te vadă. I'***ll know*** the answer after his phone call. - Voi ști răspunsul după convorbirea lui telefonică. We'***ll all*** be dead in 3001. - Cu toți vom fi morți în anul 3001.

Reguli	Exemple
Nu se folosește timpul viitor în: 1. propoziții circumstanțiale de timp, viitorul fiind înlocuit cu: a) prezentul, dacă cele două acțiuni sunt simultane.	We***'ll decide*** on it / when father ***comes***. - Vom hotărî asupra acestui lucru când va veni tata.
b) "Present Perfect", dacă acțiunea din propoziția secundară este anterioară față de acțiunea din propoziția principală.	We ***shall leave*** / only after we ***have prepared*** everything. - Vom pleca numai după ce vom fi pregătit totul.
2. propoziții condiționale, viitorul fiind înlocuit cu timpul prezent.	You***'ll catch cold*** / if you ***bathe*** on this weather. - Vei răci dacă vei face baie pe o asemenea vreme.

THE PLACE OF ADVERBS OF MANNER

Locul adverbelor de mod

» ***Înaintea verbului:*** 1. Paul *suddenly* cried. - Paul a strigat brusc. 2. The river *gently* flows to the valley. - Râul curge liniștit spre vale. 3. He *nearly* upset the boat. - Mai să răstoarne barca.	» ***După verb*** (verbul nu are complement) 1. Chris rows *beautifully*. - Chris vâslește frumos. 2. The Danube flows *swiftly*. - Dunărea curge repede. 3. The walked *quickly*. - Ei mergeau repede.
» ***Între cele două părți ale verbului*** 1. He was *peacefully* sitting. - El ședea pașnic. 2. I'll *probably* stay at home. - Probabil voi sta acasă.	» ***După complement*** 1. She can speak English *very well*. - Ea vorbește engleza foarte bine. 2. I hope I'll enjoy it *very much*. - Sper să-mi placă foarte mult.
» ***Înaintea adjectivului*** The river is *dangerously* deep. - Râul este periculos de adânc.	» N.B. Adverbul nu se așază niciodată între verb și complement.

EXERCISES

I. Răspundeţi la întrebări:

1. What is Chris going to do this week-end? 2. Why doesn't Chris want to join his family to the woods? 3. What did we do when we got to the river? 4. How was the river? 5. How was the valley? 6. Why did Paul shriek? 7. Who did he disturb? 8. What did the angler do when he heard the shriek? 9. Where did the children moor the boat? 10. What did the ladies pick? 11. What happened when the children were about to leave?

II. Următoarele cuvinte au fost omise din text. Completaţi textul.

to, ***at***, pleasant, some, to, rowing, up, afraid, pulled, winding, likely

1. I'll probably stay ***at*** home and learn ... English. 2. I hope you will have a ... week-end if you join us ... the woods. 3. I'm ... that I won't be ... . 4. Because I'll have to listen ... Paul's complaints. 5. We pushed the ... boat on to the river, ... the oars and rowed ... the river. 6. It was a small ... river, flowing gently ... the valley.

III. Adăugaţi terminaţiile la cuvintele de mai jos. Scrieţi cuvântul nou. Reţineţi noile cuvinte.

1. sudden + ly	suddenly
2. full + ly	.....
3. quick + ly	.....
4. jumping + ly	.....
5. quiet + ly	.....
6. weeping + ly	.....
7. pleasant + ly	.....
8. happy + ly	.....
9. peaceful + ly	.....

IV. Rescrieţi corect propoziţiile de mai jos. Fiţi atenţi la locul adverbelor de mod.

1. The children waited for their ***impatiently*** father.
2. They pushed the boat and rowed ***quickly*** up the river.
3. She can speak ***very well*** English.
4. Keep quiet, you upset ***nearly*** the boat.
5. He patiently picked up his rod again and changed ***quietly*** the place.
6. They moored the boat to a ***peacefully*** weeping-willow.

V. Găsiți adjectivele posibile pentru următoarele substantive:

1. angler	a. pleasant
2. road	b. weeping
3. river	c. steep
4. flower	d. deep
5. water	e. beautiful
6. willow	f. patient
7. week-end	g. winding

VI. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. I'll go to see a football match. 2. Father wants to spend the next week-end at home. 3. We enjoy going to the country for a picnic lunch. 4. On week-ends, we relax and enjoy ourselves. 5. We shall be fishing in the river full of trout. 6. We usually spend our week-ends out of town. 7. They will take a long walk in the wood.

VII. Completați următoarele propoziții:

1. When we were about to leave, ... 2. When he was about to pull the rows, ... 3. When we were about to make a fire, ... 4. When they were about to sit down and have lunch, ... 5. When the children were about to change into their bathing suits, ... 6. When he was about to have a swim in the cool water of the river, ... 7. When we were about to drive off, ...

VIII. Puneți întrebări la următoarle propoziții:

1. This morning we got up very early. 2. We usually spend our week-ends out of town. 3. The ladies picked flowers. 4. In the evening, we drove back home. 5. They enjoy going to the country for a picnic lunch. 6. For our picnic we chose a beautiful place under an oak-tree. 7. We spread a blanket on the grass. 8. We shall take a long walk in the park. 9. Last week-end, together with some friends of ours, we went to the woods. 10. Father always wants to stay at home.

IX. Treceți următoarele propoziții la viitorul simplu:

1. We spend our week-ends in the country. 2. They don't enjoy themselves when they go to the cinema. 3. We are busy working or studying. 4. There are many things we can do there. 5. We must take the fishing rods. 6. We can speak English. 7. They may smoke in this room. 8. They don't feel hungry. 9. They cannot translate this text. 10. He may not go bathing. 11. We stay in town all the summer long. 12. We may bathe if the weather is fine.

X. Înlocuiți infinitivul din paranteză cu timpul corespunzător:

1. We shall have lunch if we (to feel) hungry. 2. He will go swimming if the weather (to be) fine. 3. He will be able to play football when his foot (to be) better. 4. She will buy the book when the shop (to be) open, 5. You will be able to see the village if you (to get) to the top of the mountain. 6. You will be able to speak English better after you (to study) more.

7. You will not be able to buy the dictionary until you (to have) enough money. 8. If she (to be) in Bucharest, we shall spend our week- end together. 9. When she (to come) home, we shall prepare everything for the picnic lunch. 10. If you (not to get up) early, yoiu will miss the first class. 11. If it (to rain), we shall not spend this week-end out of town. 12. I shall be able to translate this article, if you (to give) me your dictionary.

XI. Legați următoarele propoziții, conform modelului:

Model: He'll get the car ready. He'll drive off.
After he has got the car ready, he'll drive off.

1. We'll spread a blanket on the grass. We'll sit down to have lunch. 2. The rain will stop. We shall drive back home. 3. We shall pitch a tent. We shall make a fire. 4. They will take a walk in the wood. They will go boating. 5. We'll talk to father about it. We'll decide on it. 6. He will bathe. He will go fishing. 7. You will get to the woods. You will choose a shady place. 8. It will get dark. We shall drive back home.

XII. Citiți și rețineți această poezie

AGE AND YOUTH

by ***William Shakespeare***

Crabbed age and youth
Cannot live together;
Youth is full of pleasure
Age is full of care;
Youth like summer morn;
Age like winter weather;
Youth like summer brave;
Age like winter bare.
Youth is full of sport;
Age's breath is short;
Youth is hot and bold
Age is weak and cold;
Youth if wild and age is tame
Youth, I do adore thee!

XIII. Traduceți:

1. Unde vă veți petrece week-end-ul următor? 2. Când vei putea să-mi răspunzi la întrebare? 3. Dacă vremea va fi frumoasă, duminică ne vom duce la munte. 4. După ce ploaia se va opri, vom face o plimbare cu barca. 5. Când se va întuneca, vom face un foc de tabără. 6. Vom pleca după ce vom lua micul dejun. 7. Când se va întoarce Nick, vom discuta despre aceasta. 8. Când va trebui să predăm toate lucrările? 9. Ne vom plimba prin pădure, dacă nu va ploua. 10. Dacă nu va fi ocupat, cred că va fi de acord să petrecem acest sfârșit de săptămână împreună, la țară. 11. Vom face plajă, dacă va fi destul de cald. 12. Când vom ajunge în pădure, ne vom odihni.

UNIT 27

MAIL SERVICES

Nowadays no one can do without postal services. The POST OFFICE does a tremendous job in getting our mail and morning newspaper to us.

If you pay a visit to your local POST-OFFICE you will see quite a number of windows (counters) with a notice in big letters showing the operations handled. The first window is marked "LC" (Letters and Cards), where letters, letter packages, aerogrammes, postcard and postal cards are dispatched. The next one is "AO" (Other Articles) where printed matter and small packets are sent. Then there is one marked POST RESTANTE (Amer. General Delivery) which keeps the mail till called for. Going down the line you will see "CL" (Certified Letters) and REGISTERED LETTERS windows. Certified mail service provides the safest way to send letters and valuable articles. Registry fees include proof of mailing and proof of delivery and are based on the value of the article.

"He's our mascot"

Any letter can reach the addresses sooner if you send it by airmail.

You can send money at the MONEY ORDER or POSTAL ORDER window, and parcels at the PARCEL POST window. But parcels are packed in canvas or strong cardboxes. The larger post-offices even maintain a wrapping and packing service.

At the post-office you can also send telegrams, renew your radio or TV licence, subscribe to newspapers or even pay some bills: rent, telephone, gas and electricity.

Customer I want to send a telegram. Where can I get a message form?

Clerk You find telegram forms over there; fill one up in ink writing the addressee's name and address in block capitals, the message, your signature and then hand it in at the next counter.

Customer Will the telegram reach the addressee tonight?

Clerk Will you send it ordinary, urgent or express?

Customer I'll send it urgent.

Clerk Then, your telegram will reach the addressee in four hours.

Customer That's all right. (Handling the telegram form over to the clerk): Here is my telegram.

Clerk I'm afraid you'll have to rewrite it. I cannot decipher your hand writing.

Customer I'm sorry, I'll try to write more legibly.

Clerk While you are rewriting the telegram, I'll be attending to another customer.

Customer (handing the telegram form over) Is it better now?

Clerk Yes, it's much better. Here is your receipt.

VOCABULARY

mail [meil] s. - poștă AE

post ['poust] s. - poștă BE

tremendous [tri'mendəs] adj. - enorm, uriaș

postman ['poustmən] s. - poștaș

to deliver [di'livə] v. - a livra

address [æ'dres] s. - adresă

to dispatch [dis'pætʃ] v. - a expedia

window [w'indou] s. - fereastră, (aici) ghișeu

notice ['noutis] s. - anunț scris

operation [ɔpə'reiʃ(ə)n] s. - (aici) activitate

to handle ['hændl] v. - a executa

to mark [ma:k] v. - a marca

aerogramme ['ɛəgra:m] s. - aerogramă (foaie, coală de hârtie pe care se scrie o scrisoare, se pliază sub formă de plic și se sigilează)

postcard ['poustca:d] s. - carte poștală; carte poștală fără timbru imprimat

postal card ['poustəl ca:d] s. - carte poștală cu timbru imprimat

printed matter ['printid mætə] - imprimate

packet ['pækit] s. - pachet

to call for [cɔ:l fɔ:] v. - a merge și a lua

available [ə'veiləbl] adj. - disponibil

value ['vælju] s. - valoare

fee [fi:] s. - taxă

registry ['redʒistri] s. - înregistrare; registratură, recomandat (la poștă)

proof [pruf] s. - dovadă

addressee [ædre'si:] s. - destinatar; interlocutor

airmail ['ɛə'meil] s. - poștă aeriană

to pack [pæk] v. - a împacheta, a ambala

canvas [kænvəs] s. - pânză tare

cardbox ['ka:dbɔks] s. - cutie de carton

to wrap [ræp] v. - a înveli

to renew [ri'nju:] v. - a reînnoi

licence ['laisəns] s. - licență, autorizație, (aici) abonament

to subscribe [səb'skraib] v. - a se abona

bill [bil] s. - (aici) notă de plată

to pay, paid, paid [pei, peid, peid] v. - a plăti

rent [rent] s. - chirie

customer ['kʌstəmə] s. - client

to decipher [di'saifə] v. - a descifra

handwriting ['hænd,raitiŋ] s. - scris de mână

legibly ['ledʒəbl] adl. - citeț

to attend to smb. [ə'tend] v. - a se ocupa de cineva

to deposit money [di'pɔzit'mʌni] - a depune bani

to cash a money order [tə'kæʃə'mʌni 'ɔ:də] - a încasa banii de pe un mandat poștal

to renew a licence [təri'nju ə'laisəns] - a reînnoi o autorizație, (aici) abonament

postage stamp ['poustidʒ 'stæmp] - timbru poștal

a wide range of ... [reindʒ] - o gamă largă de

pillar box ['pilə'bɔks] - cutie poștală

to send a letter by registered post ['redʒistəd] - a trimite o scrisoare recomandată

to fill in a form [tə'filinə'fɔ:m] - a completa un formular

gas [gæs] s. - gaze

post-office - oficiu poștal

out-of-the-way places - locuri îndepărtate

registry fee - (amer.) taxă pentru scrisori recomandate

registered letter - scrisoare recomandată

certified letter - scrisoare cu valoare declarată

letter package ['pækidʒ] - mici colete cu regim de scrisoare pentru care se plătește taxă vamală

money order ['ɔ:də] - mandat poștal

parcel post - mesagerie

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional:

1. ***What do you do when you want to mail a letter?***

   write a letter

   fold the letter

   put it into the envelope

   address the envelope with the addressee"s and sender"s names and addresses

   stick a stamp in the right-hand top corner

   drop the letter into the mail box/pillar box.

2. ***What do you do when you want to withdraw some money?***

When I want to withdraw some money, I go to the Savings Bank counter. I fill in a withdrawal form mentioning the number of my bank-book, my name and permanent address, the number of my identity card, the date when it was issued and the authority issuing it, the amount I want to withdraw expressed in figures as well as in words, the date, and finally I sign. I hand the clerk this withdrawal form duly filled in, together with my identity card and my bank-book in which a record is kept of all the sums deposited or withdrawn. When my turn comes, I cash the money.

3. ***What do you mean by postal rate?***

Postal rate is the postage to be paid on inland or foreign letters.

4. ***What is the advantage of sending a letter by Registered Post?***

The advantage is that the registered letter is not left with the ordinary mail in the lettet-box, but it is delivered personally to the addressee who has to sign for it.

5. ***What happens to letters whose addressee cannot be found?***

The so-called "dead letters", whose addressee cannot be found, are sent to the Returned (Dead) Letter Office and, if possible, they are returned to the sender.

6. ***What happens if I don't stick the necessary stamps on the envelope?***

If, for one reason or another, you don't stick the necessary stamps on the envelope, mark it "Collect", and the addressee pays the postage due or the balance, if there isn't enough postage paid.

7. ***How can we send printed matter?***

To send printed matter, we go to the counter marked Book Post.

GRAMMAR

THE FUTURE TENSE, CONTINUOUS ASPECT
Timpul viitor, aspectul continuu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I shall be writing You will be writing He will be writing She will be writing It will be writing We shall be writing You will be writing They will be writing	I shall not be writing You will not be writing He will not be writing She will not be writing It will not be writing We shall not be writing You will not be writing They will not be writing	Shall I (not) be writing? Will you (not) be writing? Will he (not) be writing? Will she (not) be writing? Will it (not) be writing? Shall we (not) be writing? Will you (not) be writing? Will they (not) be writing?
Forme contrase	I'll be writing, you'll be writing, he'll be writing, etc.	I shan't be writing, you won't be writing, he won't be writing, etc.	Shan't I be writing?, won't you be writing?, won't he be writing?, etc.

Reguli	Exemple
I. Formare Se formează din timpul viitor al verbului auxiliar "*to be*" și participiul nedefinit al verbului de conjugat.	I shall be writing - Eu voi scrie.
II. Întrebuințare Este folosit pentru a exprima o acțiune de durată, în curs de desfășurare în viitor. Caracterul progresiv al acțiunii reiese dacă o raportăm la:	
a. un moment viitor sau o perioadă de timp viitoare, exprimate printr-un adverb de timp definit, referitoare la viitor: *at 5 o'clock* (la ora 5), *at noon* (la prânz), *tomorrow* (mâine), *this time next Monday* (lunea viitoare pe vremea aceasta), *all day tomorrow* (mâine, toată ziua), *all the week through* (pe parcursul întregii săptămâni), *from one to three* (de la unu până la trei), etc.	This time tmorrow I ***shall be writing*** a letter. - Mâine pe vremea aceasta voi scrie o scrisoare.

Reguli	Exemple
b. o acțiune viitoare momentană, exprimată printr-un verb la timpul prezent, aspectul comun;	When you come back home, I ***shall be reading*** a book. - Când te vei întoarce acasă, eu voi citi o carte.
c. o altă acțiune de durată, în curs de desfășurare în viitor. În propoziția principală se folosește timpul viitor, aspectul continuu, iar în propoziția circumstanțială de timp se folosește timpul prezent, aspectul continuu.	While I am filling in a telegram form, he ***will be withdrawing*** some money from the Bank counter. - În timp ce eu voi completa un formular de telegramă, el va retrage niște bani de la ghișeul băncii.

EXERCISES

I. Răspundeți la întrebări:

1. What does the post-office do? 2. Where do we drop a letter for dispatch? 3. What are the services offered by the post-office? 4. What do you dispatch at the LC counter? 5. What is an aerogramme? 6. What services does the AO window offer? 7. When do we send letters to the Post Restante? 8. What is a certified letter or a registered letter? 9. How do we send money? 10. What must we do if we want to send parcels. 11. How can we send telegrams? 12. Name some other postal services available.

II. În fiecare rând de mai jos, toate cuvintele cu excepția unuia provin din aceeași familie de cuvinte. Găsiți acel cuvânt. Scrieți-l.

1. get, goulgetter, getting, getter, regretting .....
2. post, poster, posting, postage, poster, post-date ....
3. word, wordy, reward, reword, unworded .....
4. place, misplace, replace, pleasure, displace .....
5. deliver, leaver, delivery, delivering, delivered ....
6. window, widowed, widow, widower ....
7. register, registry, registration, region, registrar ....
8. proof, prop, proofed, proofing, proofless ....

III. Următoarele cuvinte au fost omise din textul de mai jos. Completați spațiile libere.

without, address, to, out-of, for, there, for, by, down, fee, delivery, proof, addressee, address, ***in***, receipt.

1. No one can do ... postal services. 2. The post office does a tremendous job ***in*** getting our mail ... us. 3. We take it ... granted that the postman will deliver the letter ... the right ... . 4. You can dispatch a letter to the most ... the-way places and it will get ... . 5. Going ... the line you will see "CL" window. 6. A return ... is available ... all maillable matter. 7. Registry ... include ... of mailing and proof of ... . 8. A letter can reach ... sooner if you send it ... airmail.

IV. Alegeți timpul viitor simplu sau continuu corespunzător sensului.

This time next week I
- shall be fishing.
- shall fish.

When you arrive I probably
- shall pick fruit.
- shall be picking fruit.

When we reach home it probably
- will rain.
- will be raining.

I'll call for her at eight. No, don't; she still
- will have breakfast then.
- will be having breakfast then.

I
- shall use the car this afternoon.
- shall be using the car this afternoon.

I
- shall be seeing you
- shall see you again.

I'll come at three o'clock. Good, they
- will expect you.
- will be expecting you.

What do you think the children
- will do when we get home?
- will be doing when we get home?

I
- shan't be teaching you next week, as I have to go to London.
- shall not teach you next week, as I have to go to London.

He
- won't speak to his sister as he is angry with her.
- wbn't be speaking to his sister as he is angry with her.

V. Răspundeţi la următoarele întrebări prin răspunsuri scurte, afirmative sau negative, conform modelului.

Model: Do you get a receipt when you send a registered letter? Yes, I do.
Do you drop a parcel into a pillar box? No, I don't.

1. Do you send money by an ordinary letter? 2. Do you go the Post Office to send a registered letter? 3. Do you stick a stamp on a parcel? 4. Do you put a letter into an envelope? 5. Do you send a picture postcard by Registered Post? 6. Do you send a letter of a particular value by Registered Post? 7. Do you put a postcard into an envelope? 8. Do you drop a picture postcard into a pillar box? 9. Do you fill in a form to send a registered letter? 10. Do you get a receipt when you send an ordinary letter? 11. Do you pay your bill for electricity at the Post Office? 12. Do you withdraw money at the Bank counter?

VI. Completaţi următoarele propoziţii:

1. We fill in a form when ... . 2. We go to the Bank counter when ... . 3. We send a letter by Registered Post when ... . 4. Senders are given receipts when ... . 5. We send a letter by airmail when ... . 6. Before dropping a letter into the pillar box we must ... . 7. In the right-hand top corner of the envelope we must ... . 8. Since I cannot decipher your handwriting you must ... .

VII. Daţi interogativul, negativul şi interogativ-negativul următoarelor propoziţii:

1. This time tomorrow I shall be going to the Post Office. 2. He will be studying in the library from one to three. 3. This time next year we shall be having our holidays. 4. I shall be driving to Constanţa this time next Tuesday. 5. He will be drawing up a report all day tomorrow. 6. They will be travelling about the country all the week through. 7. I shall be visiting the museum at 3 o'clock tomorrow.

VIII. Schimbaţi următoarele propoziţii, astfel încât să exprimaţi o acţiune viitoare.

Model: My friend was watching the TV program when I came in.
When I come in my friend will be watching the TV program.

1. She was reading a book, when I knocked at the door. 2. It was raining, when we left for the cinema. 3. They were working on the field, when we reached the village. 4. John was listening to music, when I came back home. 5. Mary was going to the Post Office, when I met her. 6. He was watching the match on the T.V., when I entered the room. 7. They were waiting for us at the bus stop, at 9 o'clock in the morning. 8. He was still working at this translation at 5 o'clock. 9. She was studying in the library for her exams, all day long. 10. He was playing football from three to five.

IX. Înlocuiţi infinitivul din paranteză cu timpul corespunzător, astfel încât să exprimaţi o acţiune viitoare:

1. I (to withdraw) some money at the Bank counter, when he (to enter) the Post Office. 2. Tomorrow morning, at 7 o,clock, he (to have) breakfast. 3. It (to rain) when we (to get)

to the cinema. 4. While we (to study), they (to walk) in the park. 5.He (to travel) to Timișoara at 5 o'clock tomorrow. 6. While he (to fish), she (to pick) flowers. 7. While they (to go) on a sightseeing tour, we (to visit) the Art Museum. We still (to work) when she (to leave) the office. 9. The children (to bathe), while mother (to prepare) the picnic lunch. 10. On Sunday, the children (to play) all day long. 11. This time next year, we (to travel) about the country. 12. I (to read) an English book when she (to enter) the room.

X. Completați spațiile libere cu articole, traduceți și povestiți:

... Englishmen had ... very good housekeeper. When he left for his summer holidays, he asked her to post him all ... letters he was to receive during his absence. During July he received no letters. So, he telephoned his home and told ... housekeeper to send him all ... letters. ... housekeeper explained to ... Englishman that he had forgotten to leave her ... letter-box key. He apologized and promised to post her ... key. During August, he still received no letters, though ... housekeeper had told him, that there were many letters in ... letter-box. So, when he returned home he spoke angrily to his housekeeper. Was he right? Of course, not. He had posted ... letter-box key, but ... envelope containing it was in ... letter-box that was locked.

XI. Traduceți:

1. George spune că nu va veni la petrecere, nu-i plac petrecerile. 2. Ea spune că nu îmi va împrumuta (lend) cărțile pentru că niciodată nu le dau înapoi (give back). 3. Dacă cineva vrea să trimită sume mici prin poștă, trebuie să cumpere un formular de mandat, să-l completeze cu numele și adresa primitorului, suma în cifre și litere, cu numele și adresa expeditorului. 4. În timp ce eu voi încasa banii de pe mandatul poștal, Maria va completa un formular de telegramă. 5. În timp ce funcționarul va scrie chitanța pentru scrisoarea recomandată, eu îmi voi plăti chiria. 6. În timp ce Ion va scrie adresele pe plicuri, eu voi lipi timbrele. 7. Ce vei face mâine pe vremea aceasta? 8. Nick nu va veni cu noi la cinematograf, deoarece mâine între 3 și 5 va urmări meciul de fotbal. 9. Nu-l mai așteptați; el nu poate veni cu noi, deoarece toată după amiaza va juca șah. 10. Dacă vom lua acest tren, vom călători toată noaptea. 11. Când vom ajunge acasă, Ion și Ana vor lucra în grădină. 12. Vom face plajă toată dimineața, dacă vremea va fi frumoasă. 13. Dacă voi găsi cartea la bibliotecă, mâine voi studia toată ziua.

"Of course I recognize you! You're our mailman."

UNIT 28

PHONE CALLS

People in far-away places are brought closer by television, radio and telephone. But a home telephone is sometimes the quickest means of settling different questions without leaving our home and it is a great convenience for us.

Still, sometimes we have to use public telephones (telephone booths). When I ring somebody up from a telephone booth, I pick up the receiver and drop a coin into the slot. When I hear the signal. I dial the number.

A frequent high tone buzzing means the line is engaged. If you hear a prolonged buzzing, hold the wire - your call has been put through and your number will answer in a moment. While speaking don't press the hook down or else you will be disconnected (cut off).

For long-distance calls, I usually go to the Telephone Office. I pick up the receiver, and when the white light is on, I drop a coin into the slot. I hear the signal and I dial the prefix of the town, followed by the number. If I exceed the time-limit, the red light is on, and if I don't drop another coin, I am disconnected.

If I am at home, I give the operator the number I need, calling out each figure of the telephone number separately. For zero I read /out. If the first or the last two figures are the same, I use the word "double".

Sometimes, if I don't pay for a long-distance call, I ask the operator to make the call collect.

When I don't know somebody's telephone number, I either look it up in the telephone directory or ring up inquiries. If my phone is out of order, I ring up the telephone repair service, to have it fixed.

Romanian operator Good morning, Electra Trading. Can I help You?

U.K. operator Hello, I have a call for Mr. Pop 222 extension.

Romanian operator Hold the line, please. I'm putting you through.

Secretary Hello, I'm afraid Mr. Pop is in a meeting. Who's calling please?

U.K. operator Mr. J. Heart of T.T. Trading.

Secretary Hold the line, please.

Mr. Heart I'm putting you through.

Mr. Pop Hello?

Mr. Heart Hello? Is that Mr. Pop?

Mr. Pop Hello. Mr. Heart, what can I do for you?

Mr. Heart I got your letter. What's all about cancelling your visit to the U.K.?

Mr. Pop You know, we are staging the fair here in Bucharest and we can't move now.

Mr. Heart O.K. Mr. Pop, but I feel you should know that you promised your visit here.

Mr. Pop Yes, we did. We said we should fly late this month to London. Obviously we have to meet.

Mr. Heart We certainly do! I expect to hear from you soon!

"She can't come to the phone right now...
she's teaching my brother how to throw up."

VOCABULARY

to ring (rang, rung) somebody up [riŋ, ræŋ, rʌŋ] v. - a telefona cuiva

slot [slɔt] s. - orificiu pentru introducerea monedei

signal ['signl] s. - ton

to exceed [ik'si:d] v. - a depăși

to be diconnected / cut off ['diskə'nektid] v. - a se întrerupe legătura

operator ['ɔpəreitə] s. - centralistă

to call out v. - a spune (a striga) numere, nume

figure ['figə] - cifră

to promise ['prɔmis] v. - a promite

reliable [ri'laiəbl] adj. - demn de încredere, pe care te poți baza

unfortunately [ʌn'fɔ:tʃəneitli] adv. - din nefericire, din păcate

extension [iks'tenʃən] s. - număr de interior (la telefoane)

Trunks [trʌnks] s. - serviciu interurban

Exchange [iks'tʃeindʒ] s. - centrală telefonică

again [ə'gen] adv. - din nou, încă o dată

to break (broke, broken) in [breik, brouk, 'broukn] v. - a întrerupe brusc

to settle a question ['setl] - a rezolva, a soluționa o problemă

telephone booth ['telifoun'bu:ð] - cabină telefonică

to pick up the receiver [ri'si:və] - a ridica receptorul

to dial a number ['daiəl] - a forma un număr de telefon

if the line is engaged - dacă sună ocupat, dacă firul (telefonul) este ocupat

frequent ['frikwent] adj. - frecvent

prolonged [prə'lɔnŋgd] adj. - prelungit

hook [hu:k] s. - furcă

to disconnect [diskə'nect] v. - a întrerupe

to cut off [kʌt ɔf] v. - a întrerupe

to stage ['steidʒ] v. - a organiza

fair [fɛə] s. - târg

obviously ['ɔbviəsli] adv. - evident

certainly ['sə:tnli] adv. - cert, hotărât lucru că

to expect [iks'pekt] v. - a se aștepta

to hang (hung, hung) up (the receiver) [hæŋ, hʌŋ, hʌŋ] - a pune receptorul în furcă

the coin is returned [ri'tə:nd] - moneda este restituită

long-distance call - convorbire interurbană

when the white light is on - când se aprinde lumina albă

to make the call collect [kə'lekt] - a face o convorbire cu taxă inversă

to look up a number in a telephone directory [di'rektəri] - a căuta un număr în cartea de telefon

to ring up inquiries [in'kwaiəriz] - a telefona la serviciul informații

to be out of order ['ɔ:də] - a nu funcționa

I ring up the telephone repair service to have my telephone fixed - telefonez la serviciul Deranjamente ca să-mi repare telefonul

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***What is a telephone set made up of?***
a stand with a dial or a key board
a receiver with a micro/mouth-piece and an earphone
a hook/lever.

2. ***What sorts of calls can you make?***
a house call
a local call
a trunk call (BE)
a person-to-person call
a long-distance call (AE)

3. ***What and where can an operator say to you?***
Go ahead, please
Hold the line, please
Keep the line clear/free
I'll call you back
Someone else cut in
The telephone is dead
Who shall I say is calling?
Don't hang down on the hook, please.
Don't shout into the mouth-piece, please.
The time is up
I can make it urgent
Would you mind calling up again?
I must keep the line clear.

GRAMMAR

I. THE FUTURE-IN-THE-PAST TENSE

Timpul "viitorul în trecut"

	Afirmativ	Negativ	Interogativ (-Negativ)
	I should write You would write He would write She would write It would write We should write You would write They would write	I should not write You would not write He woulld not write She would not write It would not write We should not write You would not write They would not write	Should I (not) write? Would you (not) write? Would he (not) write? Would she (not) write? Would it (not) write? Should we (not) write? Would you (not) write? Would they (not) write?
Forme contrase	I'd write, you'd write, he'd write, etc.	I shouldn't write, you wouldn't write, he wouldn't write, etc.	Shouldn't I write?, wouldn't you write?, wouldn't he write?, etc.

Reguli	Exemple
I. Formare Se formează din verbele auxiliare "*should*" (pentru persoana I singular și plural) și "*would*" (pentru persoana a II-a și a III-a singular și plural) și infinitivul scurt al verbului de conjugat.	I should ask. You would ask.
II. Întrebuințare Este folosit numai în propoziții secundare, în a căror regentă este un verb la timpul trecut, pentru a exprima o acțiune viitoare față de acțiunea trecută din propoziția principală.	I ***promised***/ I ***should ring up*** Mr. Brown at two o'clock. - Am promis că îi voi telefona domnului Brown la ora două.

II. THE SEQUENCE OF TENSES
Corespondența timpurilor

Reguli	Exemple
Dacă în propoziția principală verbul este la timpul trecut, în propoziția secundară se folosește:	
1. Trecutul - dacă acțiunea din propoziția secundară este simultană cu acțiunea din propoziția principală;	He ***told*** me / his phone ***was*** out of order. - Mi-a spus că telefonul lui este deranjat.
2. Mai-mult-ca-perfectul - dacă acțiunea din propoziția secundară este anterioară față de acțiunea din propoziția principală;	I ***didn't know*** / you ***had*** already ***rung*** him up. - Nu știam că i-ai telefonat deja.
3. Viitorul-în-trecut - dacă acțiunea din propoziția secundară este posterioară față de acțiunea din propoziția principală.	The operator ***said*** / she ***would put*** me ***through*** in a minute. - Centralista a spus că îmi va da legătura într-o clipă.

EXERCISES

I. Răspundeți la întrebări:

1. What can bring people closer? 2. Why do you need a home telephone? 3. How do you know that the line is engaged? 4.What does a prolonged buzzing say to you? 5. What do we do when we ring somebody up from a telephone booth? 6. What do we do if the line is engaged? 7. Is there a time-limit for a telephone talk from a telephone booth? 8. What happens when the time-limit is over? 9. Must we go to the Telephone Office for long-distance calls? 10. How do we call out the figures of the telephone number? 11. When do we ask the operator to make the call collect? 12. What do we do when we don't know somebody"s telephone number? 13. What do we do when our phone is out of order?

II. Dați formele de bază ale următoarelor verbe:

to read, to do, can, to speak, to be, to use to call, to ring up, to promise, to get, to want, to pay, to give, to make.

III. Completați spațiile libere cu prepoziții sau adverbe:

1. ... long-distance calls I usually go .. the Telephone Office. 2. I pick ... the receiver and when the white light is ... I drop a coin ... the slot. 3. I promised I should ring ... Mr. Brown ... two o'clock. 4. Mr. Brown was a very reliable partner ... whom Messrs. Black & Co. had been doing business ... many years. 5. Can I speak ... Mr. Brown, please? 6. You are wanted ... the phone, Sir. 7. You are ... . 8. Last time I rang him ... , we were cut ... several times. 9. They are talking ... business matters, when suddenly the operator breaks ... 10. The three minutes are ... . 11. I rang you ... several times, but I couldn't get ... you. 12. How long will it take to put me ... ?

IV. Găsiți în fiecare propoziție cuvântul format din "great". Decideți sensul cuvântului.

a. very big b. very much c. very important/remarkable

1. The telephone is a great convenience for us. 2. We were helped greatly by your good talk. 3. Washington's greatness lay in his courage and honesty. 4. The greatness of the Alps is hard to put into words. 5. His greatness impressed us all.

V. Dați antonimele următoarelor cuvinte și expresii:

to pick up the receiver; to connect; the line is engaged; the right number; the number is free; local call; the red light is off; to put somebody through.

VI. Citiți expresiile din schema conversației telefonice de mai jos. Care dintre ele au fost folosite în dialogul lecției?

1. T.T. Trading can I help you?

2. Can I speak to Mr. Pop, please?

3. Hold the line, please.
I'm putting you through.

4. I'm afraid the line is engaged.
Will you hold on?

5. Yes. No, I'll call later

6. Mr. Pop's line is free now. 7. O.K. Goodbye.
I'm putting you through.

8. Thank you.

9. Mr. Pop's Office.

10. Can I speak to Mr. Pop, please?

11. Who's calling, please?

12. This is J. Heart speaking.

13. I'm afraid Mr. Pop is in a meeting.
Will you hold on, Mr. Heart?

14. Yes. 15. No.

16. Could you ask him to call me?

17. Yes. What's your number, please?

18. 611-2991.

VII. Traduceţi în limba engleză, conform modelului.

Model: Vreţi vă rog să-mi daţi legătura cu Londra?
Will you please put me through to London?

1. Vreţi vă rog să telefonaţi din nou peste un sfert de oră? Domnul Brown nu este în birou. 2. Vreţi vă rog să-mi spuneţi care este numărul dumneavoastră de telefon? 3. Vreţi vă rog să aşteptaţi o clipă? 4. Vreţi vă rog să repetaţi ce aţi spus? 5. Vreţi vă rog să-mi daţi interior 350? 6. Vreţi vă rog să telefonaţi la Deranjamente ca să vi se repare telefonul? 7. Vreţi vă rog să căutaţi acest număr în cartea de telefon? 8. Vreţi vă rog să-mi daţi această convorbire cu taxă inversă?

VIII. Completaţi următoarele propoziţii:

1. When my telephone is out of order, I ... . 2. When I don't want to pay for a long-distance call, I ... . 3. When I don't know somebody's telephone number, I ... . 4. When the line is engaged, I ... . 5. When I hear the signal, I ... . 6. When I ring somebody up from a telephone booth, I ... . 7. When I want to make a long-distance call, I ... .

IX. Folosiţi expresiile din tabel pentru conversaţii telefonice.

» ***Making a call*** Hello, I'd like to speak to ... Is John Heart in this morning? Can you put me through to ...? This is John Heart, can I speak to? I'll hold on.	» ***Answering the phone*** Who's calling please? I'm sorry, he's not here at the moment. Can I take a message? Hello, John Heart's here. I'll ask her to ring you.
» ***Leaving a message*** When will he be in the office? Tell him I'll call back later. Could you take a message, please?	» ***Finishing a call*** I'm sorry, I'll have to ring off now. Thank you for calling. There's another call on the other line.

Scrieţi câte o convorbire telefonică pentru situaţiile de mai jos:

1. A. You are talking to a colleague on the phone.
B. Tell him somebody is ringing at the door.
C. Accept apology and offer to ring off.
2. A. You call Continental Hotel, give your name and ask for ext. 220.
B. The caller received your extension by mistake. Tell him who you are.
C. Ask for ext. 220 again and offer to hold on.

X. Traduceţi:

1. Mi-a spus că nu-i știe numărul de telefon și că va trebui să-l caute în cartea de telefon. 2. Centralista m-a întrebat cu ce interior să-mi facă legătra. 3. Mi-a promis că-mi va telefona cât de curând. 4. Funcționara de la Telefoane mi-a spus că am depășit cele 3 minute pentru care am plătit. 5. Ne-au spus că domnul Heart este un partener pe care te poți baza. 6. Nu am văzut când s-a aprins becul roșu. 7. Nu știam că faceți comerț cu această firmă de atâția ani. 8. De ce nu ne-ați spus că ați dat telefon cu taxă inversă? 9. Maria nu i-a spus că ai un alt număr de telefon. 10. Nu știam că se va întrerupe convorbirea, dacă nu voi introduce o altă monedă.

UNIT 29

MONEY

HOW IMPORTANT IS IT TO YOU

Money has been used for thousands of years, and it has taken a wide variety of forms.

Commodities were used as money in ancient societies. A commodity was a unit of account, the medium of exchange, and a store of value.

Money bewitches people. They fret for it, and they sweat for it. People devise most ingenious ways to get it, and most ingenious ways to get rid of it. Money is the only commodity that is good for nothing but to be got rid of. It will not feed you, clothe you, shelter you, or amuse you unless you spend it or invest it. It imparts value only parting. People will do almost anything for money, and money will do almost anything for people. Money is a captivating, circulating and stressing puzzle.

It's called "The Spirit of Cristmas."

Ask an economist about money and you may be sorry. He will tell you that money is a medium of exchange, a standard of value, a store of value and a standard of deferred payments.

Benjamin Franklin said "Time is Money" - but he also said that money had never made a man happy, nor would it, as there was nothing in its nature to produce happiness.

The unit of English coinage is the pound sterling, which is worth 100 new pennies (100 p). The symbol £ is always placed before the figures. But the abbreviation of "p" is written after the corresponding figures.

The Bank of England issues banknotes for £1, £5, £10, £50 and £100. There are three bronze coins 1/2 (half penny), the one and two new penny and two cupro-nickel coins, the five and ten new penny. Then, there is the 50p coin.

VOCABULARY

wide [waid] adj. - larg

variety [vər'aiəti] s. - varietate

commodity [kə'mɔditi] s. - marfă

account [ə'kaunt] s. - cont

exchange [iks'tʃeindʒ] s. - schimb

to bewitch [bi'witʃ] v. - a fermeca

to fret [fret] v. - a se chinui, a se necăji

to sweat [swet] v. - a transpira, a asuda

ingenious [in'dʒinjəs] adj. - ingenios

to clothe [k'louð] v. - a îmbrăca

to amuse [ə'mju:z] v. - a amuza, a distra

to shelter [ʃ'eltə] v. - a adăposti

to spend, spent, spent [spend, spent, spent] v. - a cheltui

to impart [im'pa:t] v. - a împărți, a conferi

parting [p'a:tiŋ] s. - împărțire, separare, despărțire

standard ['stændəd] s. - etalon, standard

to issue [i':sju] v. - a emite

coinage ['kɔinidʒ] s. - sistem monetar

figure ['figə] s. - cifră

banknote [b'ænknout] s. - bancnotă

coin [kɔin] s. - monedă

nickel ['nikl] s. - monedă de 5 cenți

bill [bil] s. - bancnotă

Exchange Office [iks'tʃeindʒ 'ɔfis] - birou de schimb

I've got a cheque £50 worth - am un cec în valoare de 50 lire

Here you are! - poftiți!

traveller's cheque [t'revələr tʃek] - cec de călătorie

kindly sign them one by one - vă rog să le semnați unul câte unul

I'd like [aid laik] - aș vrea

to get rid of - a scăpa de

deffered [di'fə:d] payments - plăți întârziate

VOCABULARY PRACTICE

Răspundeți la Întrebări exersând vocabularul adițional

1. ***What is the unit of currency in the United States?***

(dollar) - may be either a paper bill or a silver coin

banknotes of $ 1; 2; 5; 10; 20; 50; 100; 500; 10,000.

coins 1¢, 5¢ (nickel); 10¢ (dime); 25¢ (quarter); 50¢ (half a dollar) are made of silver

2. ***How can you read amounts of American money?***

Examples: 1.80¢ (one eighty; a dollar eighty; a dollar and eighty cents)

2.25¢ (two dollars and a quarter)

1.50¢ (one dollar and a half)

3. ***How can you buy goods?***

in cash

on credit/tick (AE)

to pay in ready money

4. ***How can you ask for a price?***

How much is it?

How much does it come to?

How much do I owe you?

How much do you charge?

It's very expensive...

It's rather cheap...

I'm short of money, can I buy cheaper?

GRAMMAR

DIRECT AND INDIRECT SPEECH - I

Vorbirea directă și indirectă

Trecând din vorbirea directă în vorbirea indirectă, adică de la reproducerea exactă a spuselor cuiva la reproducerea conținutului spuselor cuiva, apar unele modificări:

I. Propoziții enunțiative:

a) Verbul ***"to say"*** din propoziția principală, urmat de un complement indirect, se înlocuiește cu verbul ***"to tell"***;

b) Verbul ***"to say"*** din propoziția principală rămâne neschimbat dacă nu este urmat de un complement indirect;

c)Propoziția secundară se introduce prin conjuncția ***"that"***, care poate fi omisă;

d) Timpul verbului din propoziția secundară depinde de timpul verbului din propoziția principală, în conformitate cu regulile corespondenței timpurilor;

e) Dacă verbul din propoziția principală este la un timp trecut, pronumele, adjectivele și adverbele se înlocuiesc după cum urmează: *this → that; these → those; today → that day; yesterday → the day before; tomorrow → the next day; ago → before; next week → the next week; here → there; now → then.*

Vorbirea Directă	Vorbirea Indirectă
a) He *said* to the clerk, "I need six fifteen-cent stamps."	He *told* the clerk (that) he needed six fifteen-cent stamps. - I-a spus funcționarului că are nevoie de șase timbre de 15 cenți.
b) He *said*, "I want to change some money".	He *said* (that) he wanted to change some money. - A spus că vrea să schimbe niște bani.
c) He says, "We are all economists".	He says (*that*) they are all economists. - El spune că sunt cu toții economiști.
d) She *said*, "I *want* to buy some stamps".	She *said* (that) she *wanted* to buy some stamps. - A spus că vrea să cumpere niște timbre.
The tourist *said* to us, "I *have changed* my money into pounds sterling".	The tourist *told* us that he *had changed* his money into pounds sterling. - Turistul ne-a spus că și-a schimbat banii în lire sterline.

DIRECT AND INDIRECT SPEECH - II

Vorbirea directă și indirectă

II. Propoziții interogative

a) Verbul ***"to say"*** din propoziția principală se înlocuiește cu verbele: ***to ask*** (a întreba), ***to inquire*** (a se interesa), ***to wonder*** (a se întreba), ***to want to know*** (a vrea să știe) etc.;

b) Propoziția secundară se introduce prin conjuncțiile: ***if*** (dacă), ***whether*** (dacă da sau nu) etc., în cazul întrebărilor generale, și prin conjuncțiile ***when*** (când), ***where*** (unde), ***how*** (cum) etc. în cazul întrebărilor speciale;

c) Dacă verbul propoziției principale este la un timp trecut, verbul propoziției secundare se folosește la timpul impus de regulile corespondenței timpurilor iar pronumele, adjectivele și adverbele se înlocuiesc ca și în cazul propozițiilor enunțiative.

Vorbirea Directă	Vorbirea Indirectă
a) He ***said***, "How much does this parcel weigh?"	He ***asked*** me how much that parcel weighed. - M-a întrebat cât cântărește coletul acela.
b) He said, "How tall are you?"	He wanted to know ***how*** tall I was. - Voia să știe ce înălțime am.

Vorbirea Directă	Vorbirea Indirectă
c) He said, "Who won the quarter mile race?"	He inquired who ***had won*** the quarter mile race. - S-a interesat cine a câștigat cursa diputată pe un sfert de milă.
He said, "Will you go to the department store tomorrow?"	He asked me if I ***should go*** to the department store ***the next day***. - M-a întrebat dacă mă voi duce la magazinul universal a doua zi.

III. Propoziții imperative

a) Verbul ***"to say"*** din propoziția principală se înlocuiește cu verbele ***to tell*** (a spune ceva cuiva), ***to order*** (a ordona), ***to command*** (a comanda), ***to ask*** (a cere), ***to beg*** (a ruga), ***to advise*** (a sfătui) etc.;

b) Verbul la imperativ din propoziția secundară se înlocuiește în vorbirea indirectă cu infinitivul lung.

Vorbirea Directă	Vorbirea Indirectă
a) He ***said***, "Measure this room, please!"	He ***asked*** me to measure that room. - Mi-a cerut să măsor camera aceea.
b) He said, "***Don't sell*** at this price!"	He asked me ***not to sell*** at that price. - Mi-a cerut să nu vând la prețul acela.
He said, "***Don't exceed*** the speed limit!"	He advised me ***not to exceed*** the speed limit. - M-a sfătuit să nu depășesc limita de viteză.

EXERCISES

I. Răspundeți la întrebări

1. For how long has money been used? 2. Why was a commodity used as money? 3. What does money do for the people? 4. What won't do money for the people? 5. How can money impart value? 6. What is money after all? 7. What will an economist say about money? 8. What did Benjamin Franklin say about money? 9. What is the unit of English coinage? 10. Where is the symbol of pound sterling placed. 11. What banknotes does the Bank of England issue? 12. What are the coins in use in the U.K.?

II. Dați formele de bază ale următoarelor verbe:

to use, to take, to be, to bewitch, to fret, to sweat, to get, to feed, to shelter, to clothe, to do, to make, to say, to write, to issue.

III. Formați substantive din următoarele verbe:

to part, to clothe, to shelter, to feed, to amuse, to value, to pay, to captivate, to circulate, to stress, to exchange, to produce, to issue

IV. Următoarele cuvinte au fost omise din text. Completați spațiile libere.

of, ***good***, of, poor, good, evil, money, heart, bewitches, wise, sweat, for, nothing, parting, commodity.

1. Money is a ***good*** servant but a ..... master.
2. Take care ..... the penny, the pound will take care ..... itself.
3. It's ..... to have money and the things that ..... can buy.
4. The love of money is the root of all ..... .
5. A ..... man should have money in his head not in his ..... .
6. Money ..... people. They fret ..... it, and they ..... for it.
7. It imparts value only in ..... .
8. Money is the only ..... good for ..... .

V. Treceți verbul din propoziția principală la timpul trecut. Faceți toate modificările necesare:

1. I know the weather will change. 2. I don't think they have already come back from the railway station. 3. It is sure it is going to rain. 4. He says they will leave for the mountains tomorrow. 5. She says she has just mailed the letter. 6. He says he has been working in this factory for a month. 7. I think he is studying in the next room. 8. I don't know whether he will come or not. 9. They say they like to travel. 10. She says she bought the dictionary two days ago.

VI. Traduceți în limba engleză, conform modelului:

Model: Dolarul poate fi *sau* bancnotă *sau* monedă de argint.
The dollar may be *either* a paper bill, *or* a silver coin.

1. Va schimba banii sau la biroul de schimb al hotelului, sau la bancă. 2. Vor plăti pentru tot ceea ce au cumpărat sau cu bani gheață, sau cu cecuri de călătorie. 3. Prețurile sunt date sau în dolari, sau în lire sterline. 4. Anul acesta îmi voi petrece vacanța de vară sau la munte, sau la mare. 5. Diseară vom merge sau la teatru, sau la cinematograf. 6. Hotărăște-te, te rog: sau intri, sau ieși. 7. Vom urmări la televizor sau meciul, sau filmul. 8. Am să trec pe la el sau astăzi, sau mâine. 9. Poți retrage sau depune bani sau la C.E.C., sau la poștă.

VII. Introduceți articolele corespunzătoare:

1. Unit of currency in United States of America is dollar. 2. Dollar may be either paper bill or silver coin. 3. Symbol £, which is always placed before figures indicating amount, stands for Latin "libra". 4. Abbreviation "p" is written after corresponding figures. 5. I've got cheque 50 worth. 6. Here are traveller's cheques. 7. You can change your money at Exchange Office on ground floor of hotel. 8. Is there Bank nearby? 9. How much is postage to France? 10. Cent is colloquially called penny. 11. Coins in use are cent, nickel, dime, quarter and half dollar. 12. Beginning with D.Day, system dating back to Anglo-Saxon times was replaced by new one.

VIII. Treceți următoarele propoziții din vorbirea directă, în vorbirea indirectă:

1. I said to the tourist, "There is an Exchange Office on the ground floor of the hotel". 2. Mary said to me, "I have bought ten air mailed stamps". 3. He said to his wife, "I shall send the money by money order". 4. He said, "The Bank was closed yesterday". 5. She said, "I shall go to the Post Office to send this telegram". 6. He said to the clerk, "I want twenty five- pound traveller's cheques". 7. I said to him, "The English adopted the decimal monetary system on February 15th, 1971". 8. He said, "I have been working hard all this week and now I feel rather tired". 9. She said, "I'll come back in a few minutes". 10. He said, "I saw this film two weeks ago". 11. I said to her, "I shall ring you up tomorrow". 12. They said, "We had a lot of fun at the theatre yesterday". 13. Mary said to her husband, "Our friends are coming to dinner tomorrow". 14. He said to me, "While we were studying, our friends were talking".

IX. Treceți verbul din propoziția principală la timpul trecut. Faceți toate modificările necesare:

1. I know he is a very good student. 2. He says he has already read this book. 3. It is sure they will spend their holidays in the mountains. 4. I don't think we have ever met before. 5. He says they will go for a hike tomorrow. 6. He says they will stay here until next week. 7. She says she has just finished typing the letter. 8. They say they will ring us up when they reach Predeal. 9. She says she will go for a walk after she has finished her homework. 10. I don't know if she is at home. 11. I think it is going to rain. 12. The porter says the train left two minutes ago.

X. Să terminăm cu un zâmbet. Citiți, traduceți și rețineți:

Heaven Cent

St.Peter to Newcomer

"Up here a penny is the same as a thousand dollars
and a minute is the same as 1,000 years."

XI. Traduceți în limba engleză și apoi transformați în vorbire indirectă:

1. Domnul Smith a spus: "Voi schimba banii la bancă mâine dimineață". 2. Funcționarul i-a spus domnului Smith: "Nu am pentru moment cecuri de călătorie". 3. Clientul i-a spus funcționarului: "Am nevoie de zece timbre de cincisprezece cenți". 4. Turistul i-a spus

funcționarului: "Vreau să schimb un cec în valoare de 50 de lire în bani gheață". 5. El ne-a spus: "Nu am vizitat niciodată un muzeu atât de interesant" 6. Funcționarul ne-a spus: "Va trebui să așteptați puțin". 7. Domnul Smith i-a spus soției sale: "Biroul de schimb este închis: va trebui să mergem la bancă". 8. Ion mi-a spus: "Nu i-am văzut astăzi deloc". 9. Turiștii ne-au spus: "Am sosit astăzi în București". 10. I-am spus Mariei: "Îi cunoaștem de zece ani; sunt cei mai buni prieteni ai noștri". 11. George mi-a spus: "Lucrez la această întreprindere de comerț exterior de doi ani". 12. Ghidul le-a spus turiștilor: "Vă voi da toate informațiile necesare în legătură cu aceasta, mâine". 13. M-a întrebat: "Îți place să citești?" 14. I-am răspuns: "Da, îmi place foarte mult. Am citit deja trei cărți englezești ușoare". 15. L-am întrebat: "Ce-ai de gând să faci acum?" 16. M-a întrebat: "De când înveți engleza?" 17. Am întrebat-o: "Le-ai spus totul despre aceasta?" 18. Am întrebat-o: "Știi să înoți sau nu?" 21. I-am întrebat: "Cum vă veți petrece week-end-ul?" 22. L-am întrebat: "Vă duceți adesea la teatru?" 23. Am întrebat-o: "Când ți-ai cumpărat rochia?" 24. L-am întrebat: "Vei merge cu noi sau nu?" 25. I-am spus: "Nu deschideți fereastra, vă rog!" 26. Mi-a spus: "Nu citi atât de repede!" 27. I-am spus: "Du-te acasă imediat!" 28. I-am spus: "Vino să mă vezi imediat ce vei avea puțin timp liber!" 29. I-am spus: "Închide ușa te rog!"

UNIT 30

SHOPPING

Rain or snow, mud or dirt were forgotten when we walked down the street for shopping. How lovely the shops looked with all those Christmas presents in the windows; everywhere bills with "Christmas gifts" written in big letters.

Every shop displayed Christmas presents: suitable presents for children, for boys, girls, or young ladies, for grown-ups, young mothers or old people. Presents for everybody, for friends at home and for friends abroad.

How appetizing looked the confectioners' and grocers' cakes: big ones and small ones; heaps of oranges, bananas, sweets and chocolates.

We wandered from one department store to another, looking at the various articles on the counters. They sell everything there. Men's and women's clothing, shoes, hats, electric appliances, housewares, sporting goods, haberdashery, jewelry, books, stationary, cameras, toys, records, cosmetics, linen, curtains, chineware etc.

At the men's counter we were being waited on by a helpful salesman who chose for us two shirts and a dark tie with narrow silver stripes and a handkerchief, a very nice shirt coordinate.

The hosier's counters were very crowded, people were buying socks, stockings, gloves, and hats, mufflers and what not. So we moved to the perfumery department. It was here that we bought a razer, some soaps, scents and toiletries, including cosmetics.

We also had a quick look at the yard-goods counter where textiles like calico, cheviot, corduroy, cotton, cloth: homespun, gabardine or jersey were being displayed.

The fourth floor was entirely taken up by the footwear but it was high time to get home and so we left the store loaded with packages.

"Have you been waiting long, dear?"

Shopman Is there anything I can show you, ma'm?

Betty Yes, there's a nice pair of chammy shoes in brown in the window.

Shopman I'm sorry, ma'm, but I'm afraid it's much too large a size for you.

Betty You mean you have my size in other shades?

Shopman Yes, in grey, beige, and white.

Betty Let me try on a pair in grey.

Shopman Here they're, ma'm. Do they feel confortable?

Betty The leather is very soft but they are a bit too tight across the toes.

Shopman They will stretch with wearing and it's a pity to have them too loose on your feet.

Betty Yes, after all, they are not as tight as I figured. I'll have them.

"He'll take this one."

VOCABULARY

mud [mʌd] s. - noroi

dirt [dəːt] s. - murdărie

forget, forgot, forgotten [fə'gɔt, fə'get, fə'gɔtn] v. - a uita

shop [ʃɔp] s. - magazin

bill [bil] s. - afiș (AE)

present ['prezent] s. - cadou

abroad [ə'broud] adv. - în străinătate

appetizing [æpi'taiziŋ] adj. - apetisant, îmbietor

confectioner [kən'fekʃənəri] s. - cofetar

grocer [g'rousə] s. - băcan

heap [hiːp] s. - grămadă

sweets [swiːtz] s.pl. - bomboane, dulciuri

chocolate ['tʃɔklit] s. - ciocolată

wander ['wandə] v. - a hoinări

clothing ['kloudiŋ] s. - îmbrăcăminte

shoe [ʃuː] s. - pantof

jewelry [d'ʒuəlri] s. - raion de bijuterii

haberdashery ['hæbədæʃəri] s. - articole de mercerie, de mărunțișuri

stationary [s'teiʃnəri] s. - articole de papetărie

camera ['kæmərə] s. - aparat de fotografiat

toy [tɔi] s. - jucărie

record ['rekɔd] s. - disc

linen ['linən] s. - olandă, țesătură din in

curtain ['kə:tn] s. - perdea

chinaware [t'ʃainəwɛə] s. - articole de porțelan

salesman ['seilzmən] s. - vânzător

shirt [ʃə:t] s. - cămașă

tie [tai] s. - cravată

stripe [straip] s. - dungă

handkerchief ['hændkəə:'tʃi:f] s. - batistă

sock [sɔk] s. - șosetă

stocking ['stɔkiŋ] s. - ciorap

glove [glʌv] s. - mănușă

muffler ['mʌflə] s. - fular gros de iarnă

razer [r'eizə] s. - aparat de ras

scent [sent] s. - apă de colonie, parfum

calico [k'ælikou] s. pânză

corduroy ['kɔ:dərɔi] s. - catifea în dungi

homespun ['houm-spʌn] s. - postav (stofă țesută în casă)

to display [dis'plei] v. - a expune, a prezenta

houseware ['hauswɛə] s. - articol de uz casnic

footwear ['futwɛə] s. - încălțăminte

store ['stə:] s. - magazin (AE)

loaded [l'oudid] adj. - încărcat

to go shopping - a merge la cumpărături

department store [di'pa:tmənt stə:] - magazin universal

men's counter - galanterie bărbătească

electric appliances [ə'plaiənsiz] - aparate electrice

yard goods - metraje

to be taken up - a fi ocupat de

to be waited on - a fi servit de

What can I do for you? - cu ce vă pot servi?

they are a bit too tight across the toes - mă strâng, mă bat la vârf

they will stretch with wearing - se vor întinde/lăsa la purtat

too loose on your feet - să vă joace (prea largi) în picioare

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***What other shops are there in that part of the city you live in?***

jeweller's - selling jewels made of gold, silver, platinum such as: rings, necklaces, bracelets, brooches, or diamands and precious stones.

Stationer's - selling pens and pencils, ink, note-books, note papers and envelopes, ball points, refills, carbon paper, and picture postcards.

Bookshops sell all kinds of books bound in papercover.

Toy-shops sell toys and playthings: beautiful dolls, drums, hoops and kites for boys.

Tobacconists sell packs of cigarettes, cigars, pipes, cigarettes holders, lighters, gas refills, cigarette cases, matches.

Haberdashery sells items used for tailoring from pins and needles to thread and buttons; pettywares: shoe laces, garters and buckles, hooks, zips and hanks of wool or cotton.

2.***What do you mean by cosmetics?***

Cosmetics can be divided into:

a) body care articles (toiletries): toilet soap, deodorant, a tooth-paste and a tooth-brush, shampoo, a hair conditioner, shaving cream, after-shave spray or lotion, hair brush, manicure set (kit), tweezers (penseta), dressing case (trusa de toaletă)

b) parfumery: eau-de-cologne, scents, perfumes

c) cosmetics proper or beauty aids: (face) cold creams, cleanser, hand creams, maskara, eyeliner, skin-dew, cream, rouge, lipstick, nail varnish.

GRAMMAR

THE PASSIVE VOICE
Diateza pasivă

Reguli	Exemple
I. Formare Orice timp al verbului la diateza pasivă se formează din timpul corespunzător al verbului auxiliar ***"to be"*** și participiul trecut al verbului de conjugat.	**Present Tense** I am asked - sunt întrebat He is asked - el este întrebat etc. **Present Perfect Tense** I have been asked - am fost întrebat He has been asked - el a fost întrebat etc. **Past Tense** I was asked - am fost întrebat, eram întrebat He was asked - el a fost întrebat, el era întrebat etc. **Past Perfect Tense** I had been asked - fusesem întrebat He had been asked - el fusese întrebat etc. **Future Tense** I shall be asked - voi fi întrebat He will be asked - el va fi întrebat etc.

Reguli	Exemple
II. Întrebuințare Verbul este folosit la diateza pasivă: a) când nu se cunoaște subiectul logic al propoziției, când acesta este evident, sau lipsit de importanță;	It's closing time. The customers ***are*** kindly ***asked*** to leave the department store. - Este ora închiderii. Clienții sunt rugați să părăsească magazinul.
b) când complementul prezintă mai mult interes decât subiectul logic;	The customer ***was recommended*** several brands of pipe tobacco. - Clientului i-au fost recomandate câteva sorturi de tutun pentru pipă.
c) când, din anumite motive, vorbitorul nu dorește să menționeze subiectul logic.	The goods ***have*** already ***been sold***. Mărfurile s-au vândut deja.

COMPOUND NOUNS

Substantive compuse

Substantivele compuse se folosesc foarte mult în limba engleză pentru a exprima:

» 1. ***What are things made of:*** gold-coins, silver-coins, kid-gloves, silk-gloves.	» 4. ***When they are used:*** The Morning Post, an evening dress
» 2. ***What are they used for:*** a tea-cup, a wine-glass, washing-machine, sewing-needle, note-paper	» 5. ***What they are worth:*** a five-penny stamp
» 3. ***Where they are used:*** an opera-hat, opera-glasses, field-glasses, reading-hall	» 6. ***Of what sort they are:*** cherry-tart, appricot-jam. But we say: a bottle of milk, a cup of tea, a lump of sugar (for quantity)

EXERCISES

I. Răspundeţi la întrebări:

1. Why did the shop-windows look so lovely? 2. For who were the presents displayed in the shops? 3. Why did we wander from one department store to another? 4. What does a department store sell? 5. What did we buy at the men's counter? 6. What did we buy at the perfumery department? 7. What can you buy at the yard-goods counter?

II. Denumiţi persoana care vinde următoarele articole:

The man who sells books is a ***bookseller***

who sells hats .....
who sells flowers .....
who sells cloth .....
who sells meat .....
who sells vegetables .....
who sells jewels .....
who mends watches .....
who makes bread .....
who deals in fish .....

III. Ştiţi să formaţi cuvinte noi? Încercaţi să adăugaţi cuvintele "ware" sau "wear". Scrieţi cuvântul nou.

sports + ware - ***sportsware***
home + - .....
hat + - .....
cloth + - .....
china + - .....
glass + - .....
iron + - .....
linen + - .....
cotton + - .....

IV. Citiţi cuvintele de mai jos şi formaţi adjective adăugând "y":

mud, smoke, rain, snow, dirt, fun, cloud, glass, sweet.

V. Formați substantive compuse:

rings made of silver; bracelet made of gold; stockings made of silk; linen for the bed; cloth spun at home; store with many departments; wares for household; man who makes sales; requisites for toilet; shoes made of patent leather; a brush for the hair; this stamp is worth 20 p.; this cake is made of chocolate.

VI. Următoarele cuvinte au fost omise din text. Completați spațiile libere.

abroad,	***at***, for, at,	for, on,
textiles,	could,	display,
another,	from,	counters.

1. We had a very quick look ***at*** the yard goods counter ... the first floor where .... were sold.
2. Ties were on .... on the racks so we .... see them all.
3. Every shop displayed suitable presents ... friends .... home and .... friends .... .
4. We wandered .... one department to .... looking at the articles on .... .

VII. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. The goods exhibited will be sold this afternoon. 2. I have been recommended this brand of pipe tobacco. 3. We had been asked a lot of questions before you came. 4. These cigars are sold by the piece. 5. She was sent many flowers on her birthday. 6. The department store can be seen from the corner of the street. 7. The books were exhibited on a counter, in front of the bookshop.

VIII. Înlocuiți infinitivul din paranteză cu timpul corect, la diateza pasivă:

1. These goods (to sell) at the department store round the corner. 2. Customers (to offer) a wide range of goods. 3. As we entered the house we (to meet) by Jane. 4. The letter (to sign) by the manager after it (to type) by the typist. 5. When I sent the parcel I (to hand) a receipt. 6. New blocks of flats (to build) in our district next year. 7. This museum always (to visit) by many tourists. 8. The meeting (to hold) yesterday. 9. These paintings (to exhibit) in the Art Museum in our city. 10. All the mistakes made by the students (to correct) by the teacher after the test papers (to hand over).

IX. Treceți din vorbirea directă în indirectă. Dați varianta corectă.

1. I'll open the door. He said he'd • opened the door
   • open
2. We'll see you on Thursday. He said they'd • seen me on Thursday.
   • see

3. I gave her some money. He said he'd • given her some money.
• give

4. I've learnt a lot of French. He said he'd • learnt a lot of French.
• learn

5. We had lunch together. He said he'd • have lunch together.
• had

6. I sent the parcel. He said he'd • sent the parcel.
• send

7. I'll begin my work. He said he'd • began his work.
• begin

X. Traduceți în limba engleză:

1. Mi s-a spus că la acest magazin universal se găsește o varietate mai mare de articole decât în alte magazine. 2. Până după amiază, se vor vinde multe din tricotajele expuse. 3. Această problemă tocmai a fost menționată. 4. Ni se vor arăta și alte confecții dacă vom mai aștepta. 5. Toate raioanele sunt în permanență bine aprovizionate. 6. Dicționarele s-au vândut într-o singură zi. 7. Pe rafturi și tejghele erau expuse o mulțime de mărfuri. 8. Au fost aleși numai cei mai buni studenți. 9. Aceste mărfuri pot fi adesea văzute în orice magazin universal. 10. Mi s-a recomandat această marcă de țigări. 11. Vi se vor da și alte informații folositoare. 12. I se va trimite acasă mobila pe care a cumpărat-o. 13. Doamna Brown n-a putut merge la cumpărături azi dimineață deoarece i s-a spus că magazinele sunt închise. 14. Atenție, se răstoarnă paharul cu lapte. 15. Jucăriile copiilor sunt foarte frumoase dar și foarte scumpe.

"Well, here it is the shortest night of the year... from sundown to son-up."

UNIT 31

STRAWBERRIES ARE APRIL'S PICK FOR BEST FOOD BUY

Going to a self-service shop saves you quite a lot of walk. You are no longer wandering from the baker's to the grocer's, from the grocer's to the greengrocer's, then to the confectioner's to get to the butcher's at last.

You can find in one and the same store almost everything you need in the line of foodstuffs.

So strawberries will be April's best buy - and look for good prices on spinach, peppers, cucumbers and sweet corn.

Onions, cabbage, carrots, lettuce and radishes are in good supply - and they'll be on special all month long.

You can also expect good buys on fresh fish, including shrimp, cod, haddock, carp, mackerel and whiting, plus freshwater catfish, pike, and trout. Imports of canned tuna are at low levels - and prices won't dip lower.

At the meat counter, look for specials on hamburger, round beefsteak and pork roasts.

Chiken supplies are at record highs - with lots of specials on whole birds and barbecue cuts of the leg and thigh.

Turkey will also be low-priced. If you don't want to buy the whole bird, look for specials on breasts and legs, plus sliced turkey in the Delicatessen Section.

Once football season opens, you'll see special promotion on hotdogs, Polish sausage and bratwurst.

April means spring cleaning - and cleaning solutions, window cleaner, buckets, mops and paper-towels will be on sale.

Look for good prices on noodles, salad dressing, macaroni and cheese, mayonnaise, tomato sauces, barbecue sauces, soft drinks, potato chips and catsup.

Prices on diary products, including sour cream, yogurt, cheeses, cottage cheese and butter, will be reduced - and coffee and sugar prices will rise.

At the frozen food counter: mixed vegetables, okra and the peas and carrots combination will be featured.

Customer Good morning

Greengrocer Good morning, madam. What can I do for you?

Customer What early vegetables have you got today?

Greengrocer We've just received hothouse tomatoes, lettuce, cucumbers and green peppers. Just look how fresh and beautiful they are!

Customer That's all right. The tomatoes and the lettuce do look fresh. I think I haven't got any more tomatoes left at home, so let me have 2 pounds of tomatoes, but pick only big and ripe ones, please. Some of them are small and rather green, but see to it that they are not spoiled, however.

Greengrocer What next, please? What about these radishes?

Customer No, thank you. They look withered and so do the cucumbers. I'd rather buy 2 pounds of green peppers, 3 bunches of carrots and 2 heads of cauliflower.

Greengrocer I'm sorry, madam. I have no carrots at the moment. All sold out. Any fruit? A fresh consignment has just arrived.

Customer No, thank you. That's all for today.

These are genuine tears – each piece of onion reminds her of its price!!

VOCABULARY

pick [pik] s. - alegere

food [fu:d] s. - alimente

buy [bai] s. - cumpărătură

strawberry [s'trɔ:beri] s. - căpșună

to save [seiv] v. - a economisi (aici, a scuti)

baker's [b'eikəz] s. - brutărie

grocer's [g'rousəz] s. - băcănie

greengrocer's ['gri:ngrousəz] s. - magazin, raion de legume și fructe

confectioner's [kən'fektʃənəz] s. - cofetărie

butcher's ['butʃəz] s. - măcelărie

foodstuffs ['fudstʌf] s.pl. - alimente

spinach ['spinitʃ] s. - spanac

pepper ['pepə] s. - ardei

cucumber [k'ju:kəmbə] s. - castravete

onion ['ʌnjən] s. - ceapă

cabbage ['æbidʒ] s. - varză

carrot ['kærət] s. - morcov

lettuce ['letis] s. - salată verde

radish ['rædiʃ] s. - ridiche

shrimp ['ʃrimp] s. - crevete

haddock ['hædək] s. - egrefin

carp [ka:p] s. - crap

whiting ['waitiŋ] - merlan

trout ['traut] s. - păstrăv

mackerel ['mækərəl] s. - macrou

to dip [dip] v. - a se adânci (aici, a scădea)

canned ['kænd] adj. - (amer.) conservat

special ['speʃial] s. - (aici amer.) reducere de preț

beef [bi:f] s. - carne de vacă

steak [steik] s. - cotlet, vrăbioară

to roast [r'oust] v. - a frige, a prăji

hamburger ['hæmbə:gə] s. - cârnat hamburger; chiftea; pârjoală; tocătură

barbecue ['ba:bəkju:] s. - animal la grătar în întregime (pui, găină, miel, purcel etc.); petrecere populară la care se servește un asemenea grătar

to barbecue ['ba:bəkju:] v. - a face grătar; a găti carne sau pește în sos de oțet bine condimentat

thight [θai] s. - pulpă

turkey ['tə:ki] s. - curcan

breast [brest] s. - piept

to slice [slais] v. - a tăia felii

round of beef - friptură rotundă de vacă

bratwurst [b'ætvu:st] s. - cârnat pentru grătar

sausage ['sɔ:sidʒ] s. - cârnat

hotdog ['hɔtdɔg] s. cremvurșt

mop [mɔp] s. - cârpă de praf, pentru spălatul vaselor

noddles [n'u:dlz] s.pl. - tăiței

catsup [k'ætzɔp] or ketchup s. - sos ketchup

peas [pi:z] s. - mazăre

to feature ['fi:tʃə] v. - a prezenta

to look for - a căuta

to be on special - a fi reduceri de preț

at low levels - la nivele mici

delicatessen section - raionul de mezeluri

to be on sale - a fi de vânzare

to be at records high - a fi în cantități record

all sold out - totul s-a vândut

the tomatoes do look fresh - roșiile par proaspete

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***What are the advanteges offered by the self-service system?***

At the self-service shop, the goods are ready-weighed, ready-packed or ready-bottled and already price-marked, so that the customers don't waste too much time with their shopping.

All the goods are displayed, they are at hand; thus, the customer can closely examine them and select, from an entirely visible stock, the very item he needs.

Payment is effected for all the items at the same cash desk.

Consequently, the self-service system makes shopping easier, faster and much more convenient for the busy man of today.

2. ***What can you buy at the dry groceries counter?***

At the dry groceries counter we can buy: noodles, macaroni, vermicelli, pepper, oats, flakes, maize, flour, vinegar, mustard, spices, pickles, stewed fruit, gherkins in brine, tomato concentrate, lump sugar, castor sugar, powder sugar, fruit in heavy syrup, edible oil, semolina, detergents, laundry soap, paper napkins, ketchup, instant soups, sardines, etc.

3. ***What can you buy at the bakery counter?***

At the bakery counter we can buy: wholemeal bread, rye bread, brown graham bread, crescents, jam omelette, salt poppy crackers, cheese pies, apple pies, meat pies, buns and rusks.

4. ***What can you buy at the diary counter?***

At the diary counter we can buy: sour cream, cream cheese, Swiss cheese, Greek cheese, pressed cheese, Dutch cheese, ewe's milk cheese, cottage cheese, rich cheese, bottled milk, buttermilk, fresh milk, powder milk, rich milk, loose milk.

5. ***What can you buy at the confectionery counter?***

At the confectionery counter we can buy: candies, Turkish delight, toffees, nougat, candied sugar, candied fruit, honey, cocoa, khalva, ginger almonds, fancy cakes, vanilla, cinnamon, instant coffee, etc.

6. ***What can you buy at the butcher's meat and poultry counters?***

At the butcher's meat and poultry counters, we can buy: beef, veal, pork, mutton, lamb, chicken, duck, goose and turkey.

7. ***What can you buy at the greengrocery counter?***

At the greengrocery counter we can buy: French beans, red cabbages, Brussels sprouts, celery, beetroot, egg-plants, horse radishes, early radishes, dill, parsley, lovage, parsnip, turnips, spinach, leeks, pumpkins, mild peppers, hot peppers, tomato-shaped peppers.

GRAMMAR

RULES FOR CHANGING FROM ACTIVE INTO PASSIVE
Reguli de trecere de la diateza activă la diateza pasivă

Spre deosebire de limba română, în limba engleză nu numai verbele urmate de complement direct și indirect, ci și cele urmate de complement prepozițional pot fi trecute la diateza pasivă.

Pentru a trece o propoziție din diateza activă în diateza pasivă, se fac următoarele modificări:

- Complementul (direct, indirect sau prepozițional) din propoziția activă devine subiect în propoziția pasivă iar subiectul propoziției active devine complement de agent în propoziția pasivă (introdus prin prepoziția ***"by"***), complement ce poate fi omis;
- Verbul din propoziția activă se trece la diateza pasivă, păstrându-se timpul neschimbat; predicatul se acordă în număr și persoană cu noul subiect;
- Unei propoziții cu două complemente directe sau cu un complement direct și unul indirect îi corespund două propoziții pasive.

Diateza activă	Diateza pasivă
We ***buy*** bread at the baker's. - Cumpărăm pâine de la brutărie.	Bread ***is bought*** at the baker's. - Pâinea se cumpără de la brutărie.
The confectionery counter ***displays*** sweets. - Raionul de dulciuri expune dulciuri.	Sweets ***are displayed*** at the confectionery counter. - Dulciurile sunt expuse la raionul de dulciuri.
The shop assistant ***handed*** the customer a basket. - Vânzătoarea i-a înmânat clientului un coș.	The customer ***was handed*** a basket by the shop assitant. - Clientului i s-a înmânat un coș de către vânzătoare. A basket ***was handed*** to the customer by a shop assitant. - Un coș i-a fost înmânat clientului de către vânzătoare.
We ***have*** often ***referred*** to this problem. - Ne-am referit adesea la această problemă.	This problem ***has*** often ***been referred*** to. - S-a făcut adeseori referire la această problemă.

EXERCISES

I. Răspundeți la întrebări:

1. Why do you prefer doing your shopping at a self-service shop? 2. Why does the grocer say that April offers the best food buy? 3. What vegetables will be on special all month long? 4. For what sorts of fish can you also expect good buys? 5. Why won't the canned tuna prices dip lower? 6. What kind of chicken supplies are at record highs? 7. On what diary products will the prices be reduced? 8. Where can you also look for good prices in a grocery? 9. Say some frozen food featured at a grocer's counter?

II. Dați antonime:

best buy; good prices; fresh fish; at low levels; to dip lower; sliced turkey.

III. Transformați combinațiile de cuvinte subliniate conform modelelor:

Model: A note ***of five pounds.***
A five-pound note.

a) A note *of 500 lei.*

b) A bill *of 500 dollars.*

Model: A building ***of 6 storeys.***
A 6 storey-building.

a) A company *of two men.*

b) An office *with 5 windows.*

Model: The confectionary ***made of flour.***
The flour confectionary.

a) Products *made of milk.*

b) The sugar *made of cane.*

Model: A man ***who sells dairy products.***
A dairy salesman.

a) The service which *deals with home deliveries.*

b) The decrease *in meat price.*

Model: The products ***meant for food.***
Food products.

a) Wares *meant for cooking.*

b) Wares *meant for cleaning.*

IV. Găsiți atribute exprimate prin substantive:

Model: sugar - castor sugar

1. ..... store	a ..... flakes
2. ..... service	b ..... flour
3. ..... shop	c ..... counter
4. ..... note	d ..... department
5. ..... products	e ..... soap
6. ..... stuffs	f ..... powder
7. ..... price	g ..... cheese

V. Următoarele cuvinte au fost omise din text. Completați textul.

reduced, dairy products, low-priced, canned, at low, dip lower, expect, **best buy**, *for*, on.

1. Strawberries will be April's ..... - and look for good prices ***for*** spinach and peppers.
2. You can also ..... good buys ..... fresh fish.
3. Imports of ..... tuna are ..... levels and prices won't .....
4. Turkey will be .....
5. Prices on ....., including sour cream and cheese will be .....

VI. Traduceți următoarele propoziții în limba engleză, conform modelului:

Model: Ridichile par veștejite, și castraveții la fel.
The radishes look withered, and so do the cucumbers.

1. Prefer să-mi fac cumpărăturile la magazinul cu autoservire și ea la fel. 2. Cumpărăm întotdeauna numai legume proaspete și ei la fel. 3. Îi place să facă cumpărăturile dimineața și mie la fel. 4. Maria se duce la magazinul cu autoservire în fiecare zi și Elena la fel. 5. Roșiile par proaspete și ardeii la fel. 6. Întotdeauna cumpăr apă minerală de la magazinul din colț și Ion la fel. 7. Alegem numai fructele mari și coapte și ei la fel. 8. Mă scol în fiecare dimineață la ora 7 și ea la fel. 9. În fiecare an ne petrecem concediul la munte și Maria la fel. 10. Îmi bat singură scrisorile la mașină și Ana la fel.

VII. Completați spațiile libere cu unul dintre următoarele cuvinte:

bottle, head, piece, bunch, kilo, packet.

1. Eggs are sold by the ..... 2. Cabbage is sold by the ..... 3. Radishes are sold by the .....
4. Milk is sold by the ..... 5. Butter is sold by the ..... 6. Cauliflower is sold by the .....
7. Lettuce is sold by the ..... 8. Flour is sold by the ..... 9. Wine is sold by the .....

10. Meat is sold by the ..... 11. Rolls are sold by the ..... 12. Biscuits are sold by the ..... 13. Cheese is sold by the ..... 14. Margarine is sold by the .....

VIII. Traduceţi în limba engleză şi alcătuiţi propoziţii:

Mi s-a cerut, ni se vor trimite, i se predaseră, mi se va răspunde, i se trimit, mi se dăduseră, ţi s-au arătat, mi s-a spus, i se va explica, vi se vor cere, i s-a răspuns, ni se vorbise, li se va plăti.

IX. Treceţi următoarele propoziţii din diateza activă în diateza pasivă:

1. We buy at the dry groceries counter. 2. The greengrocer sells fresh vegetables every day. 3. They have just received a consignment of fresh fruits. 4. The great variety of goods on display always attracts me. 5. The confectionery counter displays a wide range of goods. 6. The greengrocer has sold out all the cucumbers. 7. I shall send the parcel by airmail. 8. Yesterday, the teacher taught us a new grammar rule. 9. All my fellow students have already visited this museum. 10. They are building a new block of flats in our residential district. 11. We showed the tourist the way to the hotel. 12. They haven't lived in this house for a year. 13. They took us sightseeing about the town. 14. They will invite us to the theatre.

X. Treceţi următoarele propoziţii din diateza pasivă în diateza activă. Introduceţi un subiect acolo unde este necesar:

1. She was seen doing her shopping in the self-service shop. 2. The customers were attracted by the wide range of goods exhibited on the counters. 3. We shall be given the address of the new self-service shop. 4. She was sent to the department store to buy some foodstuffs. 5. We have been told a lot of interesting things about this problem. 6. The goods were sold at a low price. 7. You will be handed the mail, when you return from your holidays. 8. Our tests were corrected by the teacher. 9. We were told not to be late. 10. A new museum has been opened in our town.

XI. Traduceţi în limba engleză:

1. Când intră în magazinul cu autoservire, clienţilor li se înmânează un coş. 2. Mărfurile sunt expuse pe rafturi. 3. Pastele făinoase se vând la raionul de coloniale. 4. Unde se vinde pâinea? 5. Este vreun raion de brutărie în acest magazin? 6. Ai grijă ca unele dintre roşii să nu fie stricate, sunt prea coapte. 7. Aş cumpăra mai degrabă nişte salată verde; pare proaspătă. 8. Nu cumpăraţi deloc fructe astăzi? Tocmai ne-a sosit un transport. 9. Cred că nu mai am deloc fructe acasă, aşa încât aş vrea să cumpăr nişte cireşe. 10. Magazinul cu autoservire din cartierul nostru este întotdeauna aprovizionat cu o gamă largă de articole. 11. Sosurile şi maioneza se vând la preţuri reduse astăzi. 12. Vor creşte preţurile la produse lactate luna aceasta. 13. La raionul de legume congelate sunt prezentate noi sortimente de preparate din legume.

UNIT 32

LET'S DINE OUT

I think that someone should do something about the standard of some restaurants. Sometimes they don't serve you properly. They keep you waiting for hours and when you get the food it is cold. These days everything is frozen or canned.

When we are in town we can eat in cafés, tea rooms, refreshment rooms, snack bars, lunch rooms, grill rooms, canteens, restaurants etc.

But sometimes, when we are in a hurry we have lunch at a self-service restaurant where cold-weather meals - soup, stews and casseroles are always welcome at low prices. Most of the ingredients needed to make these hearty dishes are bargain-priced but they are finely cooked and you can serve them in no-time.

There are lunch rooms where they serve meat-and-potato meals and such restaurants are having specials on beef and vegetables around the week.

Those who are vegetarians or vegans preferring vegetables or dairy products can have their meals at a vegetarian restaurant.

Last Saturday, my wife and I went to the Butler's Restaurant for dinner. They are operating a very good restaurant. They give the customers value for their money.

We were met by the head waiter, who showed us to the table we had reserved beforehand. We sat down and we were handed the bill-of-fare. We studied it and ordered an hors d'oeuvre, meat with vegetables, coffee and wine. The waiter set plates, glasses, forks, knives and tea-spoons on the table. When we finished eating, the waiter cleared the table. Then, he made out the bill, we settled it and left the restaurant. It was a nice evening, we had a good time listening to music, dancing and talking.

They believe that putting a good product at a good price in front of the customer likely means he'll come back - and if he does, their business is a success.

The true-born Englishman never thinks of making the restaurant, café or public house (pub) the center of his social life. He rarely spends more than half-an-hour over his lunch (which he usually takes at a lunch room near his office), over a cup of coffee or tea (in a café or tea room) or over a glass of ale (which he takes in a pub). When his business hours are over, he goes home, has his family dinner and usually stays at home, for the English are a home-loving people. The saying "No place like home" is to be heard quite often.

"This IS a martini, sir. We serve all our drinks with cute little umbrellas because of sea gulls."

"You cook just like my mother used to cook... just before my father left."

Mr.Smith Is this table engaged, please?

Waiter Yes, it is. It has already been reserved.

Mr.Smith Then, let's take the table over there. Shall we dine à la carte or take the table d'hôte?

Mrs.Smith Let's dine à la carte and have a full course. I'm terribly hungry.

Mr.Smith So am I, and I am thirsty, too.

Mrs.Smith Then, let's have iced orange juice, first. And what do they have for the first course?

Mr.Smith For the first course there is a great variety of appetizers: caviare, herring, seafood cocktail, shrimps, and tomato juice.

Mrs.Smith I should take a seafood cocktail.

Mr.Smith (to the waiter): A seafood cocktail and shrimps, please. Now, what would you recommend for the second course, waiter?

Waiter Well, you may choose from among trout, mackerel, sturgeon and soup.

Mr.Smith Trout and fried sturgeon, please.

Waiter Very well, sir. What would you like for the main course? We have grilled pork chops, liver, beefsteak, lamb, fried chicken and our roast beef, which is excellent. Will you try it?

Mrs.Smith We'll have one roast beef well-done and one underdone with chips, peas, lettuce and tomatoes. As for dessert I'll have vanilla ice cream and coffee.

Mr.Smith And what shall we drink?

Mrs.Smith Oh, mineral water for me. What about you?

Mr.Smith I think I'll have some dry white wine.

Waiter Very well, sir.

VOCABULARY

stew [s'tju:] s. - mâncare înăbușită, tocană

casserole ['kasərəl] - tigaie (cu toartă); cratiță de argilă arsă; un fel de musaca sau ghiveci cu carne, legume, cartofi sau orez.

hearty [ha:ti] adj. - prietenos, cordial, amical; (despre simțăminte) sincer, puternic; (despre mâncare) abundent, din plin

ingredient [in'gredjənt] s. - ingredient

to cook [ku:k] v. - a găti

vegan ['vi:gən] s. - vegetarian

to eat, ate, eaten [i:t, eit, 'i:tn] v. - a mânca

ice cream ['ais'kri:m] s. - înghețată

dish [diʃ] s. - fel de mâncare

beforehand [bi'fɔ:hænd] adv. - dinainte, cu anticipație

to order ['ɔ:də] v. - a comanda

to set, set, set [set, ~, ~] v. - a așeza, a pune

plate [pleit] s. - farfurie

glass [gla:s] s. - pahar

fork [fɔ:k] s. - furculiță

knife [naif] s. - cuțit

tea-spoon ['ti:spu:n] s. - linguriță

ale [eil] s. - bere (slabă) englezească

hungry ['hʌŋgri] adj. - flămând

thirsty ['θə:sti] adj. - însetat

appetizer ['æpitaizə] s. - aperitiv (AE)

shrimps [ʃrimps] s. - creveți

mackerel ['mækrəl] s. - macrou

sturgeon ['stə:dʒən] s. - morun

fried [fraid] adj. - prăjit

chop [tʃɔp] s. - cotlet

liver ['livə] s. - ficat

chips [tʃips] s. - cartofi pai

to dine out [dain] v. - a lua masa la restaurant, în oraș

refreshment room [ri'freʃmənt'rum] - bufet

grill room ['grilrum] - restaurant unde se servește carne la grătar

to have a bite [bait] - a lua o gustare

to be in a hurry ['hʌri] - a fi grăbit

head waiter [hed] - ospătar șef

bill-of-fare ['biləv'fɛə] - menu

to clear the table [kliə] - a debarasa masa

to make out the bill - a face nota de plată

to settle the bill - a achita nota de plată

to have a good time - a se distra

true-born Englishman ['tru:bɔ:n] - englez get-beget

public house (pub) [pʌb] - cârciumă; birt

table d'hôte ['ta:bl'dout] - menu fix

seafood cocktail [si:fu:d] - cocktail din pește și scoici

well-done roastbeef ['roustbi:f] - carne de vită bine friptă, bine pătrunsă

underdone roastbeef ['ʌndə'dʌn] - carne de vită friptă în sânge

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional

1. ***Who are the people working in a restaurant?***

the manager of the restaurant
the headwaiter
the waiter (waiters)
the barman (bartender)

2. ***When laying a table for two (three, four etc.)? What does the waiter lay?***

table-cloth	glasses
napkins	cups and saucers
pepperbox	plates
salt-cellar	soup plates
mustard-pot	spoons
bread-plate	forks
	knives
	ash-tray

3. ***How can you express the quality of a meal?***

delicious	underdone
excellent	sweet
fresh	sour
stale	salty
tender	spicy (highly-seasoned)
overdone	uneatable
eatable	undrinkable
drinkable	

4. ***What "language" can you use at a restaurant?***

Please show me the bill of fares (the menu-card).
Waiter! The menu-card, please!
Are there any vacant seats in the corner?
Is that table available?
Can I have a beefstake?
What meat-course have you today?

I can't go without soup.
Please lay another plate at this table.

5. ***Make up requests:***

Please	call for	the waiter
Will you		the headwaiter
Will you please		the barman
		the manager
	clear the table	
	bring me another cover	
	show me	the menu
		the bill of fare
		the menu-card
		the wine list
	lay	the table for two
		the extra glasses
	show me to the table I've reserved.	

6. ***Choose:***

What would you advise me to take?
waiter: salad or sandwiches?
caviar or salmon?
fruit water or juice?
fried eggs or omelette?
mineral water or soda?
mutton or pork chop?
beefsteak or rump steak?
potatoes or cabbage?
wine or brandy?
tea or coffee?
ice-cream or fruit salad?

BILL OF FARE

HORS D'OEUVRES
Vegetables salad (salad in season)
Caviare
Salmon
Herring
Olives
Butter
Cheese
Boiled eggs, mayonnaise dressing
Jellied meat
Jellied fish

FISH
Cod chop
Trout
Sturgeon
Pike
Perch
Carp

SOUPS
Chicken soup
Clear soup
Consommé
Noodle soup
Cabbage soup
Beetroot soup (Borsh)
Chowder
Beef broth

GRILLS
Beefsteak
Rump steak
Roast chicken
Round beef
Mutton chop
Lamb chop
Pork chop
Roast liver
Cutlets

DESSERT
Grapes
Apples
Appricots
Pine-apple
Cakes
Tart
Ice-cream
Strawberries

VEGETABLES
Fried potatoes
Cauliflower
Stewed carrots
Tomatoes with onions

BEVERAGES

SOFT DRINKS
Lemonade
Orange juice
Tomato juice
Tea
Coffee
Mineral water

STRONG DRINKS
Beer
Ale
Wine (port wine)
Champagne
Claret
Brandy
Whisky
Gin, Rum

GRAMMAR

THE CONDITIONAL MOOD
Condiționalul Prezent Simplu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I should write You would write He would write She would write It would write We should write You would write They would write	I should not write You would not write He would not write She would not write It would not write We should not write You would not write They would not write	Should I (not) write? Would you (not) write? Would he (not) write? Would she (not) write? Would it (not) write? Should we (not) write? Would you (not) write? Would they (not) write?
Forme contrase	I'd write, you'd write, he'd write, etc.	I shouldn't write, you wouldn't write, he wouldn't write, etc.	Shouldn't I write?, wouldn't you write?, wouldn't he write?, etc.

THE CONDITIONAL MOOD - CONTINUOUS
Condiționalul Prezent - Continuu

Afirmativ	Interogativ	Negativ
I should be writing You would be writing He, She, It would be writing We should be writing You would be writing They would be writing	Should I be writing? Would you, he, she, it be writing? Should we, you be writing? Would they be writing?	I should not be writing You, He, She, It would not be writing We, You should not be writing They would not be writing

THE PAST CONDITIONAL TENSE - SIMPLE

Condiționalul trecut - simplu

	Afirmativ	Negativ	Interogativ (-Negativ)
	I should have written	I should not have written	Should I (not) have written?
	You would have written	You would not have written	Would you (not) have written?
	He would have written	He would not have written	Would he (not) have written?
	She would have written	She would not have written	Would she (not) have written?
	It would have written	It would not have written	Would it (not) have written?
	We should have written	We should not have written	Should we (not) have written?
	You would have written	You would not have written	Would you (not) have written?
	They would have written	They would not have written	Would they (not) have written?
Forme contrase	I'd have written,	I shouldn't have written,	Shouldn't I have written?,
	you'd have written,	you wouldn't have written,	wouldn't you have written?,
	he'd have written, etc.	he wouldn't have written, etc.	wouldn't he have written?, etc.

THE PAST CONDITIONAL TENSE - CONTINUOUS
Condiționalul trecut continuu

Afirmativ	Interogativ	Negativ
I should have been writing	Should I have been writing?	I should not have been writing
You, He, She, It would have been writing	Would you, he, she, it have been writing?	You, He, She, It would not have been writing
We should have been writing	Should we have been writing?	We should not have been writing
You, They would have been writing	Would you, they have been writing?	You, They would not have been writing

Reguli	Exemple
I. Formare	
1. Condiționalul Prezent se formează din verbele auxiliare should (persoana I singular și plural) și would (persoanele a II-a și a III-a singular și plural) și infinitivul scurt al verbului de conjugat.	I ***should like*** a cup of tea. - Aș dori o ceașcă cu ceai.
2. Condiționalul Trecut se formează din verbele auxiliare should (persoana I singular și plural) și would (persoanele a II-a și a III-a singular și plural) și infinitivul perfect al verbului de conjugat.	They ***would have liked*** to have dinner at a restaurant. - Ar fi vrut să ia cina la restaurant.
II. Întrebuințare	
Modul Condițional este folosit pentru a exprima o acțiune dorită, a cărei realizare depinde de îndeplinirea unei condiții.	I ***should spend*** this week-end in the mountains, but the weather is very bad. - Mi-aș petrece acest week-end la munte, dar vremea este foarte proastă.
Când se folosesc la condițional verbe ce exprimă o dorință, condiția poate fi omisă.	I ***should have liked*** to meet him. - Aș fi dorit să fac cunoștință cu el.
III. Condiționalul present continuu, sau trecut continuu este folosit pentru a exprima o acțiune în desfășurare într-un moment dat, bine definit.	I ***should be playing*** chess at four today. - Aș juca șah astăzi la ora patru. They ***would have been writing*** the letter at that time if they had been asked to. - Ar fi scris scrisoarea atunci dacă li s-ar fi cerut.

EXERCISES

I. Răspundeți la întrebări:

1. Where can we eat when we are in town? 2. When de we have lunch at a self-service restaurant? 3. What can you have at a self- service restaurant? 4. How are the dishes there? 5. What can you eat at a lunch-room? 6. What can we eat at a vegetarian restaurant? 7. Who shows us to our table when we enter the restaurant? 8. What are we handed? 9. What does the waiter set on the table? 10. What does the waiter do after we have finished eating? 11. What must we do before leaving the restaurant? 12. Do Englishmen spend a lot of time in restaurants, cafés and pubs? 13. What does the saying "No place like home" mean?

II. Dați formele de bază ale următoarelor verbe:

to leave, to go, to set, to eat, to take, to let to choose, to try, to reserve, to think, to drink, to meet, to come.

III. Adăugați sufixele* ful *și* less *la următoarele cuvinte. Scrieți cuvântul nou.

salt ....

fruit ....

taste ....

spice ....

vegetable ....

IV. Următoarele cuvinte lipsesc din text. Completați textul de mai jos.

by, for, ***to***, in, to, after, at, for, with, for, to, at, to, in, for, of, in, to, of, over, near, at.

1. Last Saturday, my wife and I went ***to*** a restaurant .... dinner. 2. We were met .... the head waiter who showed us .... the table we had reserved beforehand. 3. When we are .... a hurry, we have lunch .... a self-service restaurant. 4. .... we have finished our shopping, ... example, we may go .... a café. 5. What would you recommend .... the second course? 6. If an Englishman wants to spend a few hours .... his friends, he either asks them to come .... his place, or to meet him .... his club. 7. .... the first course there is a great variety .... appetizers. 8. There are various places where we can eat when we are .... town. 9. We can have a bite .... refreshment room. 10. The true-born Englishman never thinks .... making the restaurant the centre .... his social life. 11. We had a good time listening .... music, dancing and talking. 12. An Englishman rarely spends more than half an hour .... his lunch, which he usually takes .... a lunch room .... his office.

V. Completați spațiile libere cu cuvinte din text:

1. What would you .... for the second course? 2. When we finished eating, the waiter .... the table. 3. Those preferring .... products can have their meals at a vegetarian restaurant. 4. We .... the bill and left the restaurant. 5. At the .... we can also have breakfast. 6. If you are ...., order some orange juice. 7. What would you like for main ....? 8. You may .... from among trout, mackerel and soup. 9. Let's have a full course, as I am terribly .... .

VI. Aduceți obiecții următoarelor afirmații:

Model: No, it is not true, the dessert is served ....

1. Dessert is usually served at the beginning of a meal.
2. English men never eat porridge in the morning.
3. Sandwich is a hot meal cooked on a frying-pan.
4. The menu-card is not given to the customers until the end of the meal.
5. Spices are used to make meals sweet.
6. Doctors advice people to have heavy supper before going to bed.

VII. Dați interogativul, negativul și interogativ-negativul următoarelor propoziții:

1. I should go for a walk tonight. 2. He would buy that dictionary. 3. She would like to have dinner at a restaurant. 4. We should like to listen to music. 5. You would like to have a bite at a snack bar. 6. They would have liked to spend their holidays at the sea-side. 7. I should have liked to meet him.

VIII. Citiți, traduceți și povestiți:

All Languages Spoken Here

An Englishman arrives at a hotel in France. On the door of the hotel he reads the following words, "All Languages Spoken Here". He goes to the restaurant of the hotel and speakes to the waiter English, German, and Italian. No answer. Then, a little annoyed, he asks in French, "Who is it that speaks all languages here, then?"

"The hotel guests", answers the waiter quietly.

IX. Traduceți:

1. Aș vrea să luăm masa de seară la restaurant, ce zici? 2. Ar fi fost mai bine să comandăm prăjituri, în loc de înghețată. 3. L-am fi invitat să ia masa în oraș, cu noi, dar nu era acasă când i-am telefonat. 4. Aș vrea să achit nota chiar acum, se poate? 5. Aș fi preferat să cinăm à la carte. 6. Cred că ar fi mai bine să luăm masa de prânz la restaurantul cu autoservire, este mult mai rapid. 7. Aș comanda și niște vin. 8. Ne-am fi dus la bufet, dar era închis la ora aceea. 9. Am fi comandat și un aperitiv, dar nu aveau nimic care să ne placă. 10. Ne-am fi rezervat o masă telefonic, dar nu eram siguri dacă ne vom duce la restaurant în seara aceea. 11. Ar fi venit să ne vadă, dar era prea ocupat. 12. Ți-aș împrumuta cartea, dar nu

este a mea. 13. Ar fi făcut un tur al orașului, dar erau prea obosiți. 14. I-am fi pus și alte întrebări, dar era grăbit să plece. 15. Aș face o plimbare cu barca, vii și tu?

"We're having smorgasbord. I'm getting rid of all our doggie bags at once."

UNIT 33

ABOUT CLOTHING

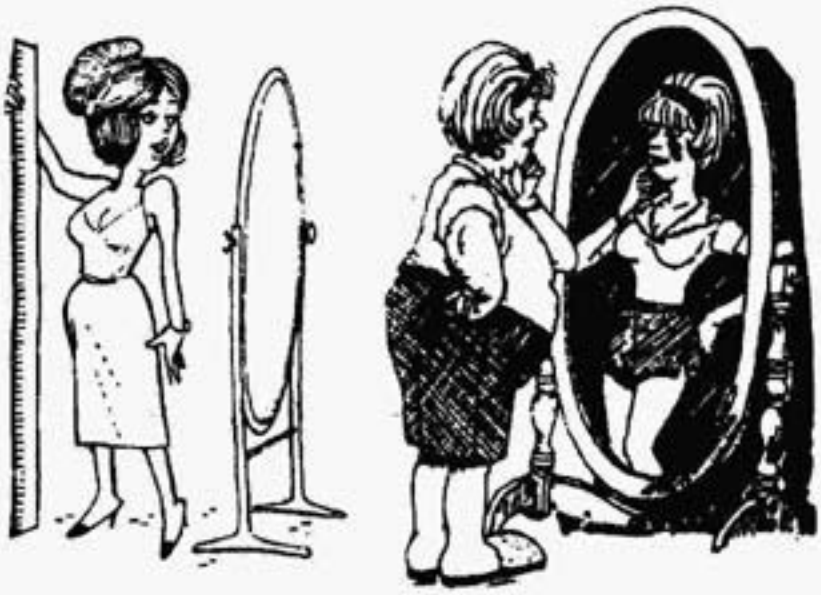
Men and women have very different opinion about clothing. Mary's husband, for example, has likely been wearing the same lounge suits for several years and intends to wear them for several more. He only needs a few shirts, a sports coat, two pairs of trousers to match up with it, a rain coat and an overcoat. From time to time she buys for him a new tie, several pairs of socks, some underwear and she thinks he's got enough clothes.

Last year the Whites had to go to a wedding, if Mary hadn't bought a new black three-piece suit, Mr.White wouldn't have thought he needed one for such an occasion.

But women, they always get a wide selection of dresses, blouses, jackets, tight, wide, flared or pleated skirts, two-piece suits, dressing gowns, rain-coats, light overcoasts, heavy overcoats, fur overcoats, and whenever they are planning to go out for the evening they have nothing to wear.

That time Mary knew quite well that one dress was out of style, another one was too small or too short, and the third one just didn't appeal to her any more. Her husband was trying to pursuade her that something from her wardrobe looked good on her, but Mary insisted on buying a new stylish full-length evening gown and a pair of stiletto heeled shoes.

Mr.White, in fact, likes his wife to look attractive, when they go out or are invited to special parties.



Shop-assistant May I help you, madam?

Customer I'd like to buy a blouse to match a smart, brown, velvet skirt.

Shop-assistant Silk or cotton?

Customer I'd rather have silk. I want to wear it at a party.

Shop-assistant What's your size?

Customer 42, please.

Shop-assistant How do you like this pretty green one? The colour suits you perfectly and it is the latest fashion this year. It has a modern cut and it's pure silk.

Customer Yes, but it has short sleeves. I'd like a long sleeved blouse, if you have one.

Shop-assistant Will you have a look at this yellow blouse? It must be just your size.

Customer No, thank you. I like the style, but yellow doesn't suit me at all. I should have bought such a blouse, if you had had it in green.

Shop-assistant We are expecting a fresh consignment, so drop in again by the end of the week.

Salesman What size do you wear?

Customer 50.

Salesman Kindly step into the fitting-room and try one on.

(In the fitting-room)

Salesman How do you like it, Sir? Look, it's excellently cut and the material wears well, too.

Customer I'm afraid it isn't quite what I want. I'd like something of better quality, and besides it doesn't look good on me, it doesn't fit me very well: it's a little tight in the waist and too long in the sleeves, while the trousers are too wide and short.

Salesman That can be altered free of charge by our tailor shop.

Customer Haven't you got anything else in grey of a higher quality to show me?

Salesman I'm afraid, I haven't got anything else in your size at the moment, but we might get in some more suits in a few days.

VOCABULARY

clothing ['klouðiŋ] s. - îmbrăcăminte, haine

glad [glæd] adj. - bucuros

to last [la:st] v. - a dura

shirt [ʃə:t] s. - cămașă

suit [sju:t] s. - costum

trousers ['trauzəz] s. - pantaloni

sock [sɔk] s. - șosetă

underwear ['ʌndəwɛə] s. - lenjerie de corp

tie [tai] s. - cravată

blouse [blauz] s. - bluză

tight [tait] adj. - strâmt, ajustat

skirt [skə:t] s. - fustă

light [lait] adj. - ușor

fur [fə:] s. - blană

to appeal [ə'pi:l] v. - a atrage, a-i plăcea

to persuade [pə'sweid] v. - a convinge

to match [mætʃ] v. - a se asorta, a se potrivi, a merge cu

dressing gown ['dresiŋ'gaun] - halat de casă

to be out of style - a nu mai fi la modă

the latest fashion ['fæʃən] - ultima modă

drop in again [drɔp] - mai treceți pe aici

velvet ['velvit] s. - catifea

to suit [sju:t] v. - a se potrivi cu..., a-i veni bine

cut [kʌt] s. - croială

sleeve [sli:v] s. - mânecă

style [stail] s. - model; stil

to expect [iks'pekt] v. - a fi în așteptarea; a se aștepta la

to try smth. on [trai] v. - a proba

to cut, cut, cut [kʌt, ~, ~] v. - a tăia; a croi

to fit [fit] v. - a-i veni bine ca măsură; a i se potrivi

waist [weist] s. - talie

to alter ['ɔ:ltə] v. - a modifica

a wide selection of [si'lekʃən] - o mare varietate de...

evening gown ['i:vniŋ'gaun] - rochie de seară

single-breasted suit ['siŋglbrestid] - costum la un rând

kindly step into the fitting-room ['fitiŋrum] - vă rog să intrați în cabina de probă

free of charge ['fri:əv'tʃa:dʒ] - gratuit

tailor shop ['teiləʃɔp] - atelier de croitorie

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***How can you pick the best style, colour and cut for your hair?***

It can be done with a combination of hair cut, styling, and colour that gets the very best.

You can have the following haircuts:

Layered cut around the crown when there is a baby-fine hair.

Add color high-lights.

Layered cut but still shorter on the crown for volume.

Medium straight cut.

Long straight cut.

2.***What do men wear?***

Men wear: singlets, pants, shirts with cuff-links, trousers, pullovers, jackets, single-and-double-breasted suits, business suits, two-piece suits, three-piece suits, overcoats, hats, fur caps, socks, shoes, belts, braces, ties, slippers, pyjamas.

3.***What do ladies wear?***

Ladies wear: underwear, dresses, frocks, pleated skirts, skirts with shoulder straps, pullovers, sweaters, short-sleeved and long-sleeved blouses, two-piece suits, fur overcoats, fur hats, (seamless) stockings, hats, handbags, low-heeled and high-heeled shoes, rubber-soled shoes, rounded-toe shoes, square-toe shoes, kid shoes, chamois shoes, patent-leather shoes.

4. ***What are clothes made of?***

Clothes may be made of: cloth, wool, cotton, linen, silk, velvet, corduroy, jersey, canvas, cashmere, calico.

5. ***What do we wear in the evening?***

In the evening, ladies wear evening gowns, vanity bags and pumps, while men wear dinner jackets or tail coats, silk shirts and butterfly ties with tie pins.

6. ***What do we wear when it rains?***

When it rains, we wear raincoats or mackintoshes, waterproof galoshes and we take an umbrella.

7. ***What do we wear when we go swimming?***

When we go swimming, we wear bathing suits, bathing caps, bathing gowns and bathing shoes.

8. ***What do we wear in the mountains?***

In the mountains we wear shorts, blouses and wind jackets in summer, skating and ski suits in winter.

GRAMMAR

SEQUENCE OF TENSES IN "IF CLAUSES"

Corespondența timpurilor "If Clauses"

Spre deosebire de limba română, unde atât în propoziția principală, cât și în cea secundară, în limba engleză se folosesc următoarele timpuri:

Timpul	Reguli	Exemple
Propoziția principală	Propoziția secundară condițională	
Viitor	Prezent	I ***shall buy*** a new dress, /if I ***find*** something to suit me. - Îmi voi cumpăra o rochie nouă, dacă voi găsi ceva care să mi se potrivească.
Condițional Prezent	Subjonctiv II Prezent (identic ca formă cu Past Tense) N.B. La verbul "to be" se folosește numai forma "were" la toate persoanele.	I ***should buy*** a new dress, /if I ***found*** something to suit me. - Mi-aș cumpăra o rochie nouă, dacă aș găsi ceva să mi se potrivească. I ***shouldn't buy*** this blouse, /if I ***were*** you. - Nu aș cumpăra această bluză, dacă aș fi în locul tău.
Condițional Trecut	Subjonctiv II Trecut (identic ca formă cu Past Perfect Tense)	I ***should have bought*** a new dress, /if I ***had found*** something to suit me. - Mi-aș fi cumpărat o rochie nouă, dacă aș fi găsit ceva care să mi se potrivească.

EXERCISES

I. Răspundeţi la întrebări:

1. Why do we say that men and women have different opinions about clothing? 2. Is Mr.White glad if his clothes last for a long time? 3. What does Mr.White buy from time to time? 4. Does he think he's got enough clothes? 5. What clothes has Mrs. White got? 6. What does Mrs.White say when they plan to go out for the evening? 7. What does she think about the clothes in her wardrobe? 8. What does Mr.White try to persuade his wife? 9. Does Mr.White like his wife to look attractive when they go to the theatre or to a party?

II. Daţi formele de bază ale următoarelor verbe:

to buy, to go out, to insist, to wear, to walk, to match, to know, to think, to cut, to do.

III. Completaţi spaţiile libere cu prepoziţii sau adverbe:

in, of, in, at, of, for, in, in, at, in, at, of, to, in, on, at, for.

1. Haven't you got anything else ***in*** grey .... a higher quality? 2. It is a little tight .... the waist and too long .... the sleeves. 3. I haven't got anything else .... your size .... the moment, but we might get .... some more suits .... a few days. 4. Will you have a look .... this yellow blouse? 5. Drop .... again .... the end .... the week. 6. It doesn't look good .... me. 7. Kindly step .... the fitting-room and try one .... 8. Yellow doesn't suit me .... all. 9. What can I do .... you?

IV. Adăugaţi terminaţia dată la cuvintele de mai jos. Scrieţi cuvântul.

1. grammar + ical .....
2. permit + ion .....
3. cloth + ing .....
4. divide + ion .....
5. plan + ing .....
6. persuade + ion .....
7. style + ish .....
8. expand + ive .....
9. science + ific .....
10. fact + al .....
11. event + al .....
12. intellect + al .....
13. effect + al .....

V. Care dintre articolele de îmbrăcăminte de mai jos pot fi purtate de bărbați, femei sau de ambele sexe. Scrieți trei liste (male, female, uni-sex).

canvas shoes	mini skirts	bomber jacket
baggy shirt	trainers	pin-striped suit
baggy jumper	straight skirt	faded-denim-jacket
ankle socks	polo-neck sweater	denim-jeans
blazer	leggins	trousers with turn-ups
dungarees	silk stockings	always fashionable
frayed jeans	flared trousers	fashionable now clothing
duffle coat	flared skirt	old fashioned clothing
fully dress	beret	night dress
leg warmers	tailored suit	
wooly tights	track suit	
sweat shirts	sheepskin coat	
jumper		

VI. Corectați afirmațiile de mai jos:

1. She's middle aged, she's got long blonde hair. She's wearing a mini skirt, a sleeveless bouse and gloves.
2. He's in his early seventies. He's wearing a flared trouser-suit.
3. She's about 60, she's wearing a track-suit.
4. She's in her teens. She's wearing a long fur-coat, a grey woolen skirt and a woolen jacket.
5. She's in her fifties, she's wearing a t-shirt and jeans and a faded-denim-jacket.

VII. Următoarele cuvinte au fost omise din text. Completați textul.

for, black three-piece, clothes, tie, underwear, ***likely***, needed, longue-suit, to.

1. Mary's husband has ***likely*** been wearing the same ..... for several years. 2. He only ..... a few shirts and two pairs of trousers. 3. From time ..... time she buys for him a new ....., some ..... and she thinks he's got enough ..... 4. If Mary hadn't bought a new ..... suit, Mr.White wouldn't have thought he needed one ..... such an occasion.

VIII. Înlocuiți infinitivul din paranteză cu timpul corespunzător:

1. I (to buy) the blouse, if it (to match) my brown skirt. 2. She (to try on) the dress, if it (to be) her size. 3. I (to wear) my new dress tonight, if I (to go) to the theatre. 4. The skirt (to

be altered), if it (to be) too tight. 5. He (to buy) the shirt, if they (to have) it in his size. 6. The skirt (to fit) her perfectly, if it (to be) a little wider. 7. If they (to get in) some new overcoats, she (can) find her size, too. 8. We (to go) swimming tomorrow, if it (to be) warm enough. 9. You (to make) fewer mistakes, if you (to be) more attentive. 10. He (to speak) English much better, if he (to study) more. 11. If it (to rain) this afternoon, I (not to go) anywhere). 12. If the weather (to be) fine, we (to spend) this week-end in the country.

IX. Continuați următoarele propoziții:

1. I should buy this dress, if .... 2. He would wear this new suit, if ..... 3. They will go to the cinema, if ..... 4. She would have answered his letter, if ..... 5. You would type the letter yourself, if ..... 6. I should have translated the article, if ..... 7. Tonight we shall dine out, if ..... 8. She would go to the greengrocer's, if ..... 9. We should have known English grammar if ..... 10. I should read this book, if ..... 11. You would get to your office earlier, if ..... 12. They would have gone to the swimming pool, if .....

X. Citiți, traduceți și povestiți:

A Pair of Trousers

One a young man went to town and bought a pair of trousers. When he got home, he went upstairs to his bedroom and put them on. He found that they were about two inches too long.

He went downstairs where his mother and his two sisters were washing up the tea-things in the kitchen. "These new trousers are too long," he said. "They need shortening by two inches. Will one of you do this for me, please?" His mother and sisters were busy and nobody said anything. When his mother finished washing up, she went upstairs to her son's bedroom and made the trousers shorter by two inches. Then she came downstairs, but she didn't tell anything to her daughters.

After supper, one of the sisters remembered her brother's trousers. She went upstairs and shortened them by two inches, and she didn't tell anything to anybody. The other sister went to the cinema. When she came back from the cinema, she went to her brother's bedroom with her scissors, needle and thread and took two inches off the legs of the new trousers.

You can imagine the young man's face when he put them on, the next morning.

XI. Citiți reclama cu atenție. Folosiți dicționarul. Reținеți 3 calități importante.

An outstanding BEST BUY

First quality 100% Cotton Denim Jackets with the same quality and features of similar jackets that sell for twice the price. Buy direct from our factory warehouse for unmistakable Savings! First come, first serve.

10 Quality Facts (besides our Price) why You'll Love our Jackets

- Easy care "wash and wear" in cold water, no ironing, no expensive dry cleaning bills.
- 100% Cotton Flannel trim on collar, placket, and cuffs for chill stopping warmth.

- Easy fitting "comfort minded" Raglan sleeves, let you bend, stretch, and move.
- Extra double snap pocket on sleeve.
- Four front pockets - two deep slash pockets inset into two patch style double snap security pockets.
- Adjustable triple snap comfort cuffs.
- Sturdy reinforced double stitched seams throughout!
- Front has six snaps in all for top to bottom security.
- Necessary drawstring at the bottom keeps the wind from creeping in.
- Ladies model even has fashionable warm hood.

XII. Traduceţi:

1. Ce-ai fi cumpărat, dacă magazinul ar fi fost deschis? 2. Nu aş fi purtat această rochie, dacă ar fi fost demodată. 3. Şi-ar cumpăra şi o cămaşă, dacă ar găsi vreuna care să se asorteze cu pantalonii săi cei noi. 4. Dacă se va duce la petrecere, îşi va pune o rochie de seară. 5. Domnul Smith ar fi foarte bucuros, dacă ar purta aceleaşi haine mulţi ani. 6. Doamna Smith ar fi vrut să-şi cumpere şi o poşetă care să se asorteze cu pantofii cei noi. 7. Dacă culoarea i-ar fi venit bine, aş fi sfătuit-o să-şi cumpere rochia aceea. 8. Dacă voi avea timp, după amiază mă voi duce după cumpărături. 9. Dacă aş fi ştiut şi răspunsul la ultima întrebare, aş fi primit o notă mai mare. 10. Dacă se vor duce la teatru, îşi vor rezerva locurile cu câtva timp înainte. 11. Dacă aş fi ştiut dinainte părerea ta, nu ţi-aş mai fi telefonat.

UNIT 34

REVISION

WANT TO BE MORE CREATIVE AT WORK?

JUST TAKE A BREAK

If you want to imptrove your job performance you will have to take short breaks throughout the workday - even if it's spending a couple of minutes doodling.

Especially if there's an idea-generating process to your work, breaking up the process with regular intervals of private time to let your mind play can increase your creativity and concentration.

If you work at an unterrupted rate like yours, you will have burnt all that coal by the end of the month.

Therefore, by taking "job breaks" during the day, you can help avoid burning out your problem solving ability. You will return after your breaks with a fresh outlook on your task, with the ability to concentrate more because you have been away from it for a while.

"Haven't they found you a chair yet?"

Our best ideas don't come when we're trying hard to get them. They come when our mind is free to wander and free-associate. It is during this period when we're most relaxed that creative breakthroughs are likely to happen.

Breaks should be two to five minutes long - taken up to six times a day.

Every day I would take my breaks simply browsing through a newspaper, day-dreaming for 2 minutes or just doodling for a couple of minutes, chatting with a friend on the phone or talking to others.

It's a good idea to sometimes get up from your desk or workplace and walk around to get away from your work.

By putting "job breaks" into your work schedule, you'll improve your performance and keep your job fun - not drudgery.

"I'm taking a year's leave of absence from my job so I can catch up on everything I've taped with my VCR."

WOMAN Can I help you madam?

Mary Yes, I am the new temp. The ASTRA BUREAU sent me. I'm supposed to see Mr. Carp.

WOMAN Oh. Well, look you'd better go up to Personnel. It's on the first floor. You can't miss it.

Mr. Carp (on the phone) Anyway, I've got to ring off. There's somebody waiting to see me. (To Mary) Now what can I do for you?

Mary I'm Mary Newton from the ASTRA BUREAU.

Mr. Carp Yes. You are the new secretary, Can you start straight away?

Mary Yes, certainly, Mr. Carp, if you want me to.

Mr. Carp That's fine. Let's go to the Tour Section. I hope you'll enjoy working here în the travel business.

VOCABULARY

creative [kri'eitiv] adj. - creator

break ['breik] s. - pauza

throughout ['θru:aut] adv. - pe tot parcursul, pe toată perioada

workday [w'ə:kdei] s. - zi de muncă

performance [pə'fɔ:məns] s. - activitate

couple ['kʌpl] s. - cuplu, pereche

to doodle [du:dl] - a mâzgăli distrat desene pe hârtie

to generate [dʒnə'reit] v. - a genera

to break, broke, broken up [breik, brouk, 'broukən] v. a întrerupe

interval ['intəvəl] s. - pauza; interval de timp

mind [maind] s. - minte

increase [in'kri:z] v.- a spori, a crește

creativity [kri:ə'tiviti] s. - creativitate

concentration [,kɔnsən'trei∫(ə)n] s. - concentrare

rate [reit] s. - (aici) ritm, viteză

to burn, burned, burnt [bə:n, bə:nd, bə:nt] v. - a arde

coal [koul] s. - cărbune, (aici) energie

to avoid [ə'vɔid] v. - a evita

ability [ə'biliti] s. - capacitate, abilitate

solving ['sɔlviŋ] s. - rezolvare

outlook ['autluk] s. - punct de vedere

task [ta:sk] s. - sarcină

to wander ['wʌndə] v. - a rătăci; a umbla liber fără țintă

breakthrough [breik'θru:] s. - spărtură, breșă; (aici) realizare

to browse through ['brauz] v. - a răsfoi

to chat [t∫æt] v. - a sta de vorbă, a sporovăi

to dream, dreamt, dreamt [dri:m, dremt, dremt] v. - a visa

schedule ['∫edju:l] s. - program; orar

drudgery ['drʌdʒəri] s. - muncă ingrată; corvoadă, salahoreală

temp [temp] s. - angajat temporar

a couple of minutes - câteva minute

for a while - pentru un timp

free-associate mind - minte liberă, fără să gândească

to be likely to.- posibil, probabil să

VOCABULARY PRACTICE

Răspundeți la întrebări exersând vocabularul adițional.

1. ***Which of these qualities are appropriate to a perfect boss?***

pleasant	well-dressed
ambitious	attractive
intelligent	reliable
considerate	

2. ***Which of these qualities are appropriate to a perfect secretary?***

well-dressed	efficient
young and attractive	hard-working
old and intelligent	considerate

3. ***What should a secretary do?***

plan, type
organise, take shorthand
make decisions, give speeches
prepare reports, speak forreign language

Use sentences like this when exercising the a/m words.

It	is	important that a	boss is . . . .
	is not	important that a	secretary can . . . .

GRAMMAR

I. THE FUTURE PERFECT TENSE

Viitorul anterior

Affirmative Form	Interrogative Form	Negative Form
I shall have spoken.	Shall I have spoken?	I shall not (shan't) have spoken.
You, He, She, It will have spoken.	Will you, he, she, it have spoken?	You, He, She, It will not (won't) have spoken.
We shall have spoken.	Shall we have spoken?	We shall not (shan't) have spoken.
You, They will have spoken.	Will you, they have spoken?	You, They will not (won't) have spoken.

VIITORUL ANTERIOR

Viitorul anterior se formează cu ajutorul auxiliarului ***shall*** (la persoana I singular și plural) și ***will*** (la persoanele a II-a și a III-a sigular și plural) și infinitivul perfect al verbului de conjugat.

I shall have spoken - Eu voi fi vorbit.

Viitorul anterior exprimă:

Reguli	Exemple
1. O acțiune viitoare încheiată înaintea unui anumit moment din viitor. Momentul din viitor poate fi indicat printr-un complement circumstanțial de timp: by that time - până la acea dată; by Monday - până luni; by tomorrow - până mâine; in a month - într-o lună; by that time next week - până la acea dată săptămâna viitoare; by five o'clock - până la ora cinci; soon - curând etc.	I shall have finished my homework by 10 o'clock. - Îmi voi fi terminat temele până la ora 10.
2. Printr-o propoziție circumstanțială de timp sau condițională. * *By this time* cere Present sau Present Perfect.	I shall have finished my home work when you come. - Când vei veni, eu îmi voi fi terminat temele.

II. RECIPROCAL PRONOUNS
Pronumele reciproce

Reguli	Exemple
Pronumele reciproce ***"each other"*** și ***"one another"*** exprimă relații reciproce între ființe și lucruri. - ***"each other"*** se folosește pentru a exprima relații reciproce între două ființe și lucruri; - ***"one another"*** se folosește pentru a exprima relații reciproce între mai multe ființe și lucruri.	It is your duty to introduce them to ***each other***. - Este de datoria ta să le faci cunoștință (să-i prezinți unul altuia). In the morning, when people meet, they greet ***one another*** saying "Good morning". - Dimineața, când oamenii se întîlnesc, se salută, spunându-și "Bună dimineața".

III. "SHOULD" AND "WOULD" AS MODAL VERBS

Verbele modale "should" și "would"

Verbele ***"should"*** și ***"would"*** sunt nu numai verbe auxiliare, folosite pentru formarea modului condițional și al timpului ***"Future-in-the-Past"*** (când nu se traduc), ci și verbe modale, cele care au un sens propriu și se traduc.

Reguli	Exemple
"Should" folosit la persoanele a II-a și a III-a singular și plural exprimă o recomandare, o admonestare, o formă politicoasă de constrângere.	You ***"should"*** visit your parents more often. - Ar trebui să-ți vizitezi părinții mai des.
"Would" la persoana a II-a singular și plural se folosește pentru a exprima în mod politicos o rugăminte.	***"Would"*** you mind calling on us tomorrow? - Vreți vă rog să treceți pe la noi mâine?

FORMULAS OF POLITENESS

Formule de politețe

Please, give me a cake of soap.
Give me a cake of soap, ***please.***
Will you give me a cake of soap?
Will you kindly give me a cake of soap?
Would you give me a cake of soap?
Would you kindly give me a cake of soap?
Would you be so good to give me a cake of soap?
Would you mind giving me a cake of soap?

EXERCISES

I. Răspundeți la întrebări:

1. What would you do if you wanted to improve your job performance?
2. What is the tip to be used when there's an idea-generating process to your work?

3. Why is it not advisable to work at your full rate?
4. What do "job breaks" help you avoid?
5. What sorts of "job breaks" can you use?
6. Why do you put such "job breaks" into your work?

II. Pronunțați și copiați aceste cuvinte și expresii. Marcați accentul conform modelului.

• •
Model: jumper
• •
supplies

office, wednesday, performance, associate, newspaper, breakthrough, ability, doodling.

Există doar un singur accent principal

• • • • •
Model : filling cabinet

personnel manager	personal secretary
managing director	dry-dreaming
free-associate	coffee pot
orange juice	solving ability
idea-generating process	work place
job fun	private time

III. Completați familia de cuvinte:

noun	verb	adjective
creativeness	.....	.....
.....	to perform	.....
.....	to increase	.....
help	.....	.....
.....	return	.....
ability	.....	.....
.....	.....	burnt
.....	.....	spent
.....	.....	uninterrupted
fun	.....	.....

IV. Următoarele cuvinte au fost omise din text. Completați textul.

around, from, breakthroughs, get up, workplace, at full rate, at, ***after***, by the end, with, ability, on your task, away, will have burnt.

1. If you work ... an unterrupted rate like yours, you ... all that coal ... of the month. 2. You will return ***after*** your breaks ... a fresh outlook ... , with the ... to concentrate more because you have been ... from it for a while. 3. It is during this period when we're most relaxed that creative ... are likely to happen. 4. It's a good idea to sometimes ... from the desk or ... and walk ... to get away ... your work.

V. Puneți verbele din paranteze la timpul corect:

1. In a fortnight's time we (take) our exam.
2. I (finish) this book by tomorrow morning.
3. By this time tomorrow we (have) our car repaired.
4. I'll still be here next summer but Tom (leave).
5. By next winter they (move) to the newly built house.
6. By this time next year I (save) £ 250.
7. By the time we get to the party everything (be) eaten.
8. If I continue with my diet I (lose) 10 lb. by the end of this month.

VI. Treceți următoarele propoziții de la diateza activă la diateza pasivă:

1. I shall give you my new telephone number. 2. I couldn't hear her at all when we spoke last. 3. The teacher is asking us a lot of questions. 4. I sent her a letter yesterday. 5. She is going to tell her everything about it. 6. I often see her doing her shopping at the grocer's round the corner. 7. They are building a new factory in our region. 8. I lent him a book. 9. They have never invited us to their dinner parties. 10. The shopassistant handed me a dress, to try on.

VII. Înlocuiți infinitivul din paranteză cu condiționalul prezent sau trecut:

1. I (to be) very glad to meet him. 2. Our teacher (to know) how to explain that problem. 3. I (to read) the book, but he didn't want to lend it to me. 4. He (to be) very happy to come to the theatre with us. 5. It (to be) rather difficult to tell him everything now. 6. She (to buy) some tomatoes, but the greengrocer's was closed. 7. We (to like) to see that film, but we couldn't find any tickets. 8. We (not to have) lunch at the restaurant, but we have no time to go home for lunch. 9. I (to answer) her letter, but I have no time today. 10. You (to ask) me any more question.

VIII. Treceți verbul din propoziția principală la Past Tense. Faceți toate modificările necesare:

1. I know they have English classes three times a week. 2. She says she has never visited the museum. 3. They say they have just returned from their summer holidays. 4. It is sure he will be late tomorrow again. 5. I think I shan't buy this suit, if I don't find it in green. 6. They say they have been living in a new flat since last month. 7. We don't know whether we shall dine out tonight. 8. I know that the block of flats I live in was built two years ago. 9. He knows she left for Predeal yesterday. 10. She says she will ring me up as soon as she gets home.

IX. Schimbați următoarele propoziții, conform modelului:

Model: I didn't go shopping, because I was too busy. If... .
If I hadn't been so busy, I should have gone shopping.

1. I didn't type the letter, because I can't type. If ... . 2. We didn't go to the theatre, because we had no tickets. If... . 3. The exercise was so difficult, that it was impossible for him to do it. If ... . 4. There were so many mistakes in my dictation, that I had to rewrite it. If ... . 5. We didn't go the mountains last week, because the weather was bad. If ... . 6. I didn't ring you up, because I didn't know your new telephone number. If ... . 7. I haven't yet translated the article, because I had no dictionary. If ... . 8. Our T.V. set was out of order, that is why we couldn't watch the football match. If ... . 9. I didn't attend our last English class, because I didn't feel well. If ... . 10. He doesn't know anything about the date of their arrival, that's why he is not going to wait for the. If ... .

X. Înlocuiți infinitivul din paranteză cu timpul corespunzător:

1. I (to wait) for you for half an hour, when you came at last. 2. We should have visited the museum if it (to be open). 3. He said he (to be back) as soon as he could. 4. They will go for a hike, if it (not to rain). 5. I (to introduce) you to Mr. Smith, if I knew him myself. 6. He told me he never (to visit) Great Britain. 7. I shall be looking up his telephone number in the Telephone Directory, when you (to enter) the room. 8. We (to be) friends for two years. 9. He asked us how long it (to take) us to get to the office by bus. 10. The operator answered she (to put through) me in a minute.

XI. Completați spațiile libere cu articole, traduceți și povestiți:

... man came to ... hotel, ordered ... regular three-course dinner and asked... waiter, ... very young lad to be quick. Time passed, but ... lad with ... dinner didn't appear. ... customer wondered how long he would have to wait. At that moment ... boy came running with ... plate of soup on ... tray. ... customer, both hungry and cross, asked him if he was ... very lad to whom he had ordered ... three-course dinner.

"Yes, sir, I am," answered ... waiter.

"I failed to recognize you. You have grown quite ... man since that time."

XII. Traduceţi în limba engleză:

1. Dacă ai veni la ora 7, cu siguranţă că ne-ai găsi acasă. 2. De când îl cunoşti? 3. Ce vei face săptămâna viitoare pe vremea aceasta? 4. Unde ţi-ai petrecut week-endul trecut? 5. Te-aş fi aşteptat, dacă aş fi fost sigură că vei veni. 6. Plouă de trei ore. 7. Unde te duceai ieri când te-am întâlnit? 8. Dacă voi avea timp, diseară voi termina cartea pe care o citesc de o săptămână. 9. De ce nu mi-ai spus că ţi s-a schimbat numărul de telefon? 10. Dacă ţi-aş fi ştiut noul număr de telefon, ţi-aş fi telefonat. 11. De obicei facem vizite după amiaza, în zilele de lucru. 12. Nu facem niciodată o vizită fără a da un telefon în prealabil. 13. Trebuie să facem tot posibilul să fim întotdeauna punctuali. 14. Un domn nu se va aşeza niciodată înainte ca doamna pe care o însoţeşte să ia loc. 15. Când plecaţi de la petrecere, nu trebuie niciodată să uitaţi să-i mulţumiţi gazdei pentru ospitalitate (hospitality). 16. Trebuie întotdeauna să evitaţi să vorbiţi prea mult. 17. Dacă cunoaştem două persoane care nu se cunosc între ele, este de datoria noastră să le facem cunoştinţă. 18. Trebuie să vă îngrijiţi ca oaspeţii dumneavoastră să aibă tot ceea ce au nevoie în tot timpul petrecerii. 19. Se ajută ca să-şi termine mai repede lucrările. 20. În timp ce lucrează, învaţă unul de la altul. 21. Când s-au despărţit şi-au spus la revedere. 22. Îşi scriau scrisori în fiecare săptămână. 23. Vreţi să fiţi mai eficient la slujbă? Luaţi o pauză. 24. După o scurtă pauză vă veţi întoarce cu idei noi, cu o mai bună putere de muncă. 25. Până săptămâna viitoare veţi afla cine va fi noul director.

UNIT 35

AT THE RAILWAY STATION

Although we all seem to agree that there is nothing compared to modern air transport, railways today still carry the bulk of passenger and goods traffic.

Railway is still one of the cheapest ways of transporting freight over long distances. The Northern railway station, one of the main entrance gates to the capital, is provided with everything necessary to allow for the transport of passengers and goods in the best conditions. It is interesting to watch the constant rush in a railway station – numberless trains which are coming and leaving – passenger trains, express, fast or slow and goods trains, local and long distance trains, commuting trains.

The passengers hurrying along the platforms getting on or off the trains, the porters carrying the luggage to the trains or pushing it on their trucks to the luggage van.

The luggage van is placed immediatelly behind the engine, then the mail van and finally the passenger-carriages with smoking and non-smoking compartments of the first and second classes, a dining-car that caters for all appetites and the sleepers with upper and lower berths.

These services are available on all long-distance trains.

The passengers' compartments are very comfortable with numbered seats – over the seats there is the rack for the luggage.

At intervals a guard or a special inspector checks the travellers's tickets.

The railway station is also provided with a spacious waiting room, a restaurant, an inquiry office, parcels office where heavy luggage is registered and labelled, the left luggage office where luggage may be left for any period of time, book-stalls where you can buy books, magazines and newspapers, to read during the journey.

The trains arrivals and departures are posted up in time, the passengers being also invited to the trains by loudspeaker.

Fred I'd rather consult the time table and see which trains leave Bucharest for Sinaia then decide which one is more convenient to go by.

Ann Right, it seems there are two morning trains and three in the afternoon.

Fred The morning trains won't do because they are slow trains. What about the afternoon ones, are they through trains? Otherwise it wood mean changing.

Ann Let me see. The six-fifteen is an express with first, business and economy class accomodation, a dining car, smoking and non-smoking compartments. I think we better decide on this one and go to the Booking Office for tickets.

Fred Good. If we have the chance of getting tickets, I would like first class seats at the window.

Ann And I want to travel light, so no packing as we won't take much with us. Tomorrow evening we shall enjoy our first vacation day in the mountains.

VOCABULARY

rail [reil] s. - șină

railway ['reilwei] s. - cale ferată

station ['stei ʃən] s. - stație, gară

to carry, carried, carried ['kæri] v. - a transporta, a căra

carriage ['kæridʒ] s. - transport

bulk [bʌlk] s. - majoritatea, cea mai mare parte

passenger ['pæsindʒə] s. - pasager

freight [freit] s. - încărcătură, marfă încărcată

main [mein] adj. - principal

to enter, ed, ed ['entə] v. - a intra, a pătrunde

entrance ['entrəns] s. - intrare

gate [geit] s. poartă, intrare

to provide, ed, ed [prə'vaid] v. - a înzestra, a aproviziona

rush [rʌʃ] s. - grabă

number ['nʌmbə] s. - număr

numberless ['nʌmbəlis] adj. - nenumărat

to hurry, ed, ed ['hʌri] v. - a se grăbi

platform ['plætfɔ:m] s. - peron, platformă, podium

to get on, got, got [get, gɔt, ~] v. - a urca

to get off, got, got [get, gɔt, ~] v. - a coborî

porter ['pɔ:tə] s. - hamal, tregher

luggage ['lʌgidʒ] s. - bagaj

to push, ed, ed [puʃ] v. - a împinge

truck [trʌk] s. - cărucior de bagaje

engine ['endʒin] s. - locomotivă, motor, mașină

to cater for, ed, ed ['keitə] v. - a se îngriji de (în alimentația publică)

appetite ['æpitait] s. - poftă de mâncare, apetit

sleeper ['sli:pə] s. - vagon de dormit

upper ['ʌpə] adj. - de sus, superior

lower ['louə] adj. - de jos, inferior

berth [bə:θ] s. - cușetă, pat într-o cușetă

available [ə'veiləbl] adj. - disponibil

seat [si:t] s. - loc

rack [ræk] s. - plasă (pentru bagaje)

guard [ga:d] s. - conductor, șef de tren

to check, ed, ed [tʃek] v. - a controla, a verifica

to travel, ed, ed [trævl] v. - a călători

traveller ['trævlə] s. - călător

ticket ['tikit] s. - bilet

to register, ed, ed ['redʒistə] v. - a înregistra

to label, ed, ed ['leibl] v. - a eticheta

magazine [mægə'zi:n] s. - revistă

journey ['dʒə:ni] s. - călătorie, voiaj

to arrive, ed, ed [ə'raiv] v. - a sosi

arrival [ə'raivəl] s. - sosire

departure [di'pa:tʃə] s. - plecare

to post up, ed, ed [poust] v. - a afișa

loudspeaker ['laud'spi:kə] s. - megafon

to consult, ed, ed [kən'sʌlt] v. - a consulta

accomodation [əkɔmə'deiʃn] s. - locuri; confort, găzduire

to pack, ed, ed [pæk] v. - a împacheta, a ambala

packing ['pækiŋ] s. - împachetat, ambalaj

to delay, ed, ed [di'lei] v. - a întârzia, a amâna

to enjoy, ed, ed [in'dʒɔi] v. - a se bucura de, a se distra, a petrece

commuting train - tren de navetă

goods traffic - transportul de mărfuri

passenger train - tren de persoane

express train - tren expres

fast train - tren rapid

slow train - tren personal

goods train - tren marfar

mail van - vagon de poștă

luggage van - vagon de bagaje

dining-car - vagon restaurant

smoking compartment - compartiment pentru fumători

non-smoking compartment - compartiment pentru nefumători

numbered seat - loc numerotat

at intervals - din timp în timp

waiting-room - sală de așteptare

left-luggage office - birou de bagaje

book-stall - stand de cărți

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***What kind of trains can passengers get on?***

train with sitting facilities
train with sleeping accomodation
express train
fast train
through train
slow train
night train
morning train
goods/freight train
incoming train
outgoing trains
north-bound train

2. ***What is a train made up of?***

- cars
- carriages
- trucks
- sleeping car/carriage
- dining-car/carriage
- mail/postal van
- luggage/baggage van
- engine/locomotive

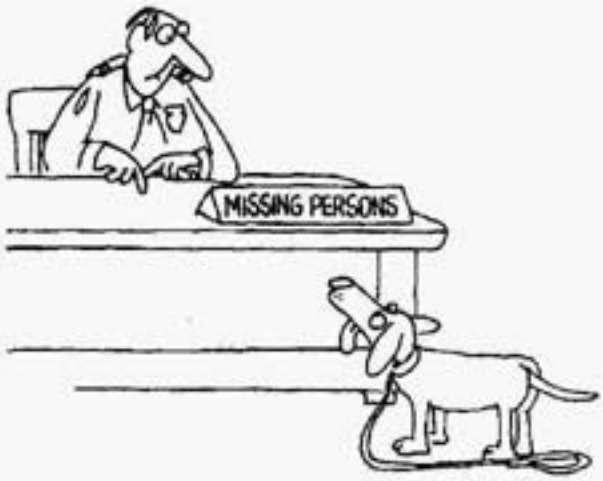
3. ***What are the services in a railway station?***

- booking office for first, business and economy class accomodation
- inquiry office
- information bureau
- left-luggage office
- waiting room
- post-office
- telephone booth

- catering facilities (restaurant, snack bar, day bars, coffee rooms, tea rooms, lunch rooms)
- shops

Verbs to be used:

- the train pulls out of the station
- the train pulls in to the station
- the train is due in
- the trains is due out
- the signal is down
- the signal is up
- the passengers put out/off the light
  put on/off the light
  turn out/off the light
  turn on/off the light
  switch on/off the light



4. ***When might we use or hear the following?***

here is the luggage receipt;
there will be overweight to pay;
the dining-car steward is taking bookings for dinner;
if you don't mind I'll turn off the light;
it is draughty in here;
shall I close (pull down) the window?

5. ***What luggage do you usually have about you?***

light luggage;
heavy luggage;
a valise;
a suit-case;
a trunk;
a piece of luggage;
many pieces of luggage.

6. ***Under what circumstances do you book?***

a single, one way ticket;
a return, round trip ticket;

a platform ticket;
a season ticket.

7. ***I wonder whether you have watched the rush in a railway-station***
people looking up numbers in the Telephone Directory;
people consulting the time-table;
people booking in advance;
people getting on and off trains;
porters seeing to the passengers' luggage;
the incoming and outgoing trains;
trains pulling out the station and picking up speed.

GRAMMAR

THE PLURAL OF NOUNS

Rules	Examples	
	Singular	Plural
I. În limba engleză majoritatea substantivelor formează pluralul adăugând *-s* la singular.	station platform	station*s* platform*s*
II. Substantivele care se termină în ***-sh, -ch, -tch, -ss, -s, -x*** primesc ***-es***.	class bus match box	class***es*** bus***es*** match***es*** box***es***
Excepţii: numele de popoare terminate în ***-s, -ch,-sh, -ese*** rămân în general neschimbate.	a Swiss a Japanese	the Swiss the Japanese
III. Substantivele care se termină în ***-y*** precedat de o consoană formează pluralul în ***-ies***.	sk***y*** cit***y***	sk***ies*** cit***ies***
IV. Substantivele care se termină în ***-o*** precedat de o consoană primesc ***-es***.	her***o*** potat***o***	hero***es*** potato***es***
Excepţii: substantivele de origine străină primesc -s.	pian***o*** sol***o***	pian***os*** sol***os***

Rules	Examples	
	Singular	Plural
V. Substantivele care se termină în *-f* sau *-fe* schimbă *f* în *v* și adaugă *-es*.	leaf	lea*ves*
	life	li*ves*
	wife	wi*ves*
Excepții: unele substantive primesc *-s*.		
	roof - acoperiș	roof*s*
	proof - dovadă	proof*s*
	chief - șef	chief*s*
	hankerchief - batistă	handkerchief*s*
	gulf - golf	gulf*s*
	cliff - stâncă	cliff*s*
	safe - seif	safe*s*
	strife - luptă	strife*s*

VI. Plurale neregulate

Singular	Plural
foot - picior	feet
tooth - dinte	teeth
goose - gâscă	geese
mouse - șoarece	mice
man - bărbat	men
woman - femeie	women
child - copil	children
ox - bou	oxen

VII. Substantive cu formă de singular și înțeles de plural. Aceste substantive se folosesc cu verbul la singular.

Simple Form	Expression of the Singular
equipment - echipamente	a piece of equipment
furniture - mobilă	a piece of furniture
information - informații	a piece of information
advice - sfaturi	a piece of advice
business - afaceri	a piece of business
progress - progres(e)	
poetry - poezie	a piece of poetry
knowledge - cunoștințe	a piece of knowledge
luggage - bagaje	a piece of luggage
lightning - fulgere	a flash of lightning
thunder - tunete	a bolt of thunder (o lovitură de tunet)
evidence - dovezi scrise	a piece of evidence

VIII. Pluralul substantivelor compuse se formează:

Rules	Examples	
	Singular	Plural
1. adăugând terminația pluralului la substantivul principal	father-in-law passer-by editor-in-chief	fathers-in-law passers-by editors-in-chief
2. adăugând terminația pluralului la ultimul cuvânt	forget-me-not overall	forget-me-nots overalls
3. Compușii în -ful adaugă -s	handful spoonful	handfuls spoonfuls

XI. Substantivele colective care se folosesc cu verbul la singular sau la plural, după cum se referă la întregul colectiv sau la fiecare membru al colectivului în parte: family, committee, crew:

The committee meets at eight o'clock.

The committee are voting.

XII. Pluralul substantivelor de origine străină:

Singular	Plural
datum	data
medium	media
stratum	strata
erratum	errata
stadium	stadia
phenomenon	phenomena
apparatus	apparatus
nucleus	nuclei
stimulus	stimuli
formula	formulae
analysis	analyses
basis	bases
crisis	crises

XIII. Substantivele cu două forme la plural:

Singular	Plural
genius	geniuses - genii, oameni de geniu
penny	genii - spirite
cloth	pence - indică valoarea, suma
index	pennies - monede de un penny
	cloths - postavuri
	clothes - haine
	indexes - indexuri
	indices - indici, indicatori

XIV. Substantive întrebuințate la plural în două sensuri	
Singular	Plural
colour - culoare	colours - culori, stindarde
custom - obicei	customs - obiceiuri, vamă
damage - pagubă	damages - pagube, despăgubiri
pain - durere	pains - dureri, osteneală
work - muncă, operă	works - opere, uzină, uzine, mecanism
amend - îmbunătățire	amends - îmbunătățiri, despăgubiri

EXERCISES

I. Answer the questions:

1. Why do railways still carry the bulk of passengers and goods? 2. Which are the facilities offered by a railway station? 3. What is each of these facilities used for? 4. What kind of railway carraiges do you know? 5. What can you see in a compartment? 6. What do you call the man who checks the travellers' tickets? 7. Which trains usually have dining-cars and sleepers attached? 8. How are trains' arrivals and departures announced? 9. What are the merits and demerits of travelling by rail?

II. Give synonyms for:

spacious, numberless, cheap, passenger, interval, journey, to provide with, to depart, to carry, to hurry, to enter, to book, to avail oneself of, freight, bulk, constant rush, long-haul, to decide, to have a chance, to travel, light.

III. Supply the text with the missing prepositions.

of,	over,	with,	for,	of,	in,
on,	to,	on,	for,	about,	to,
at,	from,	to,	in,	to,	at

1. Railway is still one ***of*** the cheapest ways ... transporting freight ... long distances. 2. The Northern railway station is provided ... everything necessary to allow ... the transport ... passsengers and goods ... the best conditions. 3. Services are available ... all long distance trains. 4. The passengers are invited ... the trains by loudspeakers. 5. We better decide ... an express train and phone the Booking Office ... tickets. 6. I don't bother ... the luggage, a porter will see ... it. 7. Our train leaves ... nine thirty ... platform 1. 8. I want two first-class tickets ... Sinaia ... a separate compartment. 9. I showed my ticket ... the ticket collector. 10. Express trains are more convenient as they stop only ... larger stations.

IV. Find the definition (1-6) for each of the words (a-f) below.

a. rail/railway	1. US system using trains to carry passengers and goods
b. railroad	2. end of a railway line
c. railhead	3. B.E. system using trains to carry passengers and goods
d. bulk	4. large and awkward
e. station	5. large quantity of goods
f. bulky	6. place where trains stop for passengers

V. Explain the meaning of the following:

through train, to secure accommodation, extra charge for overweight, to run on time, overnight train, railway fares, luggage receipt, season ticket, the train is due in/out

VI. Complete the following sentences using vocabulary from the text:

1. I consulted the time-table and it seems trains ... . 2. I want to book for an express train as slow trains stop ... . 3. The luggage van is placed ... . 4. We have too much luggage, we shall have to ... . 5. While at a big railway station one can watch ... . 6. As he walked along the platform he saw ... . 7. We were lucky to get tickets ... . 8. It was impossible to book tickets as all accommodation ... .

VII. Describe your last journey or trip by rail using the following:

first-class sleeper, through train, booking office, to travel light, luggage rack, to run on time, to change trains, smoking carriage, return ticket, to be comfortable.

VIII. Make up questions to which the following sentences could be the answers:

1.We generally make a reservation at least a day in advance. 2. I showed my ticket to the ticket collector. 3. There are smoking and non-smoking carriages on our trains. 4. It is more difficult to get railway accommodation in summer time. 5. The express trains stop only at larger stations. 6. The guard standing at the carriage entrance checks the tickets. 7. Railways still carry the bulk of passengers and goods. 8. I would like to have this luggage registered.

IX. Write the plural of:

a) match, box, city, hero, country, roof, life, safe, bus, bath, platform, porter, sleeper, carriage, class.

b) man, child, foot, Englishman, business, advice, information, bread, luggage, water, heat, courage, peace, gas.

c) school-mate, passer-by, mother-in-law, looker-on, dining-car, handful, overall.

d) datum, formula, crisis, phenomenon, analysis.

e) cloth, index, colour, pain, damage.

X. Turn into the plural:

1. The hero of the story is not a very young man. 2. The country has a very vast network of railways. 3. The luggage was placed on the luggage rack. 4. The train usually leaves on

time. 5. This passenger carriage is really comfortable. 6. The book you want is on the shelf. 7. I shall keep the key of the box. 8. The passer-by stopped to see what was going on. 9. The sportsman trains a good deal for the Olympic games. 10. The formula is correct. 11. The fellow-worker has been highly apreciated. 12. The bench needs fresh painting. 13. They offered to help the old man carry his luggage.

XI. Using the information in the text below, write the answers to the questions in your copy-book. The questions are given below the text. If need be consult a dictionary.

The Docklands Light Railway (DLR) came into being when re-development in Docklands made it essential to improve public transport - both for commuters and local residents. From the start it proved popular and already needs to expand to meet an increasing demand.

All stations are monitored by closed circuit TV. In addition, mobile staff patrol the stations, which are clean and brightly lit. The destination of trains is flashed on an Electronic Indicator on station platforms, and also announced on the public address system. Every train has a Train Captain, who checks tickets and can answer queries whilst ensuring the smooth operation of the train. All stations have special lifts that take wheelchairs and space is allocated for wheelchairs on the trains. Trains were built to take wheelchairs easily. Each station is equipped with a passenger alarm (emergency use only) which, when activated by a push button, establishes immediate contact with our control room. There are emergency buttons on trains for passenger use if warranted. Whilst engineering work is in porogress to improve and extend the railway (after 9.30 pm and and at weekends, until further notice) a special DLR substitute bus service is operated. The railway is controlled from the Operations and Maintenance centre adjacent to Poplar Station. Queries about the railway are also handled from here (telephone 01-583 0311) or from our 24-hour information service 01-222 1234.

Single journey tickets to all DLR and Underground stations can be bought on the day from the coinoperated ticket machines in station entrance halls. You must have a valid ticket before you travel. Any passenger without a ticket will be dealt with in accordance with the regulations. This may involve payment of an additional fare 10 times the value of the fare avoided, or may lead to prosecution. London Regional Transport and British Rail Travelcards and Capitalcards are valid on DLR trains and substitute buses provided they cover the right fare zones. DLR tickets are valid on the Underground and British Railways. Group and special tickets can be bought in advance by writing to the Docklands Light Railway, PO Box 154, London E14 9QA, and on the day from the DLR Information Centres at Island Gardens stations (open 10 am to 4 pm weekdays) or at Tower Gateway station (open 10.45 am to 3.15 pm most days).

Questions

1. Where are tickets checked?
2. Who checks tickets?

3. What can we do if there is an emergency on the station platform?
4. How do we get tickets for single journeys?
5. If we are planning a special journey for several people, where can we get tickets?
6. How do we know where the trains are going?
7. When does the railway close on weekdays?
8. Can we use DLR trains if we are working on Saturday?
9. Is it possible for disabled people to use the DLR?
10. What will happen if we are on a train and don't have a ticket?
11. Can we travel by DLR without a ticket issued by the DLR?
12. If it is late at night and we need information about DLR services, how can we get it?
13. If we miss the last train, how can we travel on the DLR service?
14. While we are waiting for trains, how are we protected from thieves and other criminals who might enter the stations?
15. Can all British Rail Travelcards be used on the DLR?

X. Translate into English:

1. Ți-am urmat sfaturile. 2. Ce vești ai? 3. Trebuie să învăț toate aceste formule. 4. Cunoștințele lor par a fi vagi. 5. Mărfurile s-au vândut repede. 6. Această regiune este cunoscută pentru varietatea de fructe. 7. Nu-mi place zgomotul din marile orașe. 8. S-au introdus o serie de utilaje moderne. 9. Progresele lor la matematică sunt remarcabile. 10. Folosesc ochelari numai la citit. 11. Noile locuințe sunt prevăzute cu confort modern. 12. Au apărut câteva romane ale clasicilor români. 13. Sunt fenomene care nu au loc niciodată în această perioadă a anului. 14. Transportul mărfurilor pe calea ferată este convenabil. 15. Cușetele în vagoanele de dormit sunt destul de confortabile. 16. Mersul trenurilor afișat în gări indică sosirile și plecările. 17. Ne vor povesti lucruri interesante din ultimele lor călătorii. 18. În timp ce așteptăm sosirea trenului putem vizita gara sau ne putem opri la una din unitățile de alimentație publică (catering units) să servim un sandwich și o cafea. 19. Fiecare tren are un șef de tren (Train Captain) care poate rezolva problemele ce se ivesc legate de bunul mers al trenului. 20. Se pot cumpăra bilete de tren și în gară la casieria gării în ziua plecării, cu cel puțin o oră înainte de începerea călătoriei.

UNIT 36

ON FLIGHTS

Travelling by air is definitely the most confortable and speediest of all other means of transport. Statistics show that travelling by air is as safe as any other means of transport and with the time-saving, an ever greater number of people prefer going by air.

Travelling by air may be great for one person, but boring, or a pain in the neck for others. How often we travel by plane may, more often than not, depend on our pocketbook.

International air-lines network has been considerably increased to cope with the growing traffic. The Fast Fact Guides of International Airlines publish data regularly about their fleet operated,volume of traffic carried (passengers and cargo), capacity (available seat/available tonne), load factors, operations and, of course their yield.

Airlines are constantly trying to improve their services. They are concerned about improving check-in facilities hiring well trained check-in personnel, providing excellent in-flight services such as: cabin service, seat confort and in-flight entertainment and of course, good catering.

Generally there is no difficulty in booking, however it is advisable to book tickets in advance. You can book a First class (P) seat, a Business class (C) or an Economy class (Y) on any airline flight at least 10 days before the date of the flight.

Travellers can take a bus provided by the airline company to get to the airport and be there one hour before the plane is taking off, this is the check-in time. Before boarding the plane

the passengers must have their tickets and passports checked, their luggage inspected by the customs officer to see whether there is anything liable to duty, then weighed and a tag attached to it from getting lost. The passengers can then avail themselves of the the various services offered by the airport: the exchange-office, the duty-free shop, the book-stall, the restaurant while waiting for the announcer calling the flight. The stewardess is waiting for them at the gate to take them to the concrete runway where the plane is ready to take off.

Every passenger gets confortable and ready for taking off. Soon the plane picks up speed and in a moment is off the ground and up in the sky.

A child on a farm sees a plane fly overhead and dreams of a faraway place. A traveler on the plane sees the farmhouse and dreams of home.

Clerk Yes, sir?

Client I'd like to ask about flights to New York next week. I need to be there for a meeting first thing Tuesday morning.

Clerk I see. You'd want to arrive on Monday I suppose.

Client Yes, but I won't be able to leave until Thursday night at the earliest.

Clerk Let me check. We have a daily flight at 10:00 a.m. via Amsterdam, and there's our Monday Flight 321 leaving at 14:00 p.m. to New York. We have direct flight on Saturdays and Sundays leaving at 8:00 a.m. and arriving at 10.00 a.m. next day.

Client Could you book me on Sunday morning flight, return, please. And Business Class (C), please.

Clerk So that's Sunday 10th February for the outward journey. What about return?

Client Leave that open. I'll be getting a direct flight back so the point-to-point round trip will be fine.

VOCABULARY

definitely ['definitli] adv. - hotărât /(lucru că), categoric, precis

statistics ['stætistiks] s. - statistică

speed [spi:d] s. - viteză, iuțeală

speedy ['spi:di] adj. - rapid

boring ['bɔ:riŋ] adj. - plictisitor

pocketbook ['pɔkitbuk] s. - carnet de cec

to fly, flew, flown [flai, flu:, flown] v. - a zbura

flight [flait] s. - zbor, cursă

airline ['ɛəlain] s. - linie aeriană

network ['netwə:k] s. - rețea

to increase [in'kri:z] v. - a crește, a spori

fleet [fli:t] s. - (aici) flotă de avioane, parc de avioane

to operate ['ɔpəreit] v. - (aici) a exploata (a menține în funcționare)

cargo ['ka:gou] s. - cantitate de marfă încărcată

operation ['ɔpərei∫ən] s. - (aici) funcționare; funcționarea (activitatea) avionului

yield [j:ld] s. - profit, randament

to hire ['haiə] v. - a angaja forța de muncă

catering ['keitəriŋ] s. - asigurarea meselor pentru pasageri

to provide [prə'vaid] v. - a asigura, a da

to check [t∫ek] v. - a verifica

to weigh [wei] v. - a cântări

to attach [ətæt∫] v. - a atașa, a lega de

to prevent [pri'vent] v. - a împiedica, a preveni

stewardess ['stjuədis] s. - stewardesă

runway ['rʌnwei] s. - pistă

concrete ['kɔnkri:t] s. - beton

tag [tæg] s. - cartonaș, etichetă

return [ri'tə:n] s. - (aici) dus-întors

to be a pain in the neck - a-ți sta în gât (o neplăcere)

to cope with ['koup wið] - a face față, a satisface

load factor [ləud 'fæktə] - factor de încărcare

check-in facilities - facilități (servicii) la sol

check-in personnel - personal angajat pentru servicii la sol

seat-confort - confortul locului (cumpărat)

in-flight entertainment [entə'teinmənt] - distracții în timpul zborului

to book a ticket - a rezerva (a cumpăra) un bilet

taking off - decolare

to board a plane - a urca la bordul unui avion

customs officer ['kʌstəmz 'ɔfisə] - ofițer vamal

liable to duty ['laiəbl tə'djuti] - supus taxei vamale

exchange office [iks't∫eind∫] - birou de schimb

at the earliest - cel mai devreme

leave it open - să lăsăm necompletată data de întoarcere

point-to-point flight - zbor direct

direct ticket (flight) - bilet pentru zbor direct

round-trip ticket - bilet pentru zbor dus-întors

outward journey - călătorie externă (aici) de plecare în străinătate

Fast Fact Guide - broșură (carte) ce prezintă informații, date despre liniile de zbor și caracteristicile avioanelor în funcționare

VOCABULARY PRACTICE

Answer the questions using the additional vocabulary:

1. ***What do you mean by the capacity of a plane?***

Available seat (in km/m)

Available tonne (km/m)

2. ***What do load factors mean in an airline Fact Guide?***

passenger load factor (%)

break-even passenger load factor (%) - (the point at which sales cover cost but show no profit) - (punct critic)

overall loading factor (%)

break-even overall load-factor (%)

3. ***What do an aircraft/plane operation include?***

Punctuality of the flight (5 within 5 minutes)

Regularity (%)

4. ***What is a FAST FACT GUIDE?***

It is a statement published regularly by any airline operating internationally. The figures are related to the financial year. It carries: Fleet, Turnover; Volume of Traffic carried; Capacity; Load Factors; Operations; Yield.

5. ***What sort of classes and tickets can you book on any flight?***

First Class (P)

Business Class (C)

Economy Class (Y)

single (ticket) - one way (ticket)

return (ticket) - round-trip (ticket)

direct (ricket) - point-to-point (flight)

open-dated return (ticket)

a dated-ticket

6. ***Which are the airport formalities?***

flying ticket checking;

luggage weighing;,

customs control formalities;

passport control;

security check.

7. ***Why are all these necessary when the plane takes off?***
fasten your seat-belt;
stop smoking;
listen to the instructions given by the air hostess through the intercom.

8. ***What are these for in a big airport?***
the information desk;
the currency exchange office;
the public address system;
telephone booth.

9. ***What does your fare include?***
all needs, gratuities in flight and on the ground.

10. ***What do you mean by stopover?***
one may break the journey at one or more places;
en route, retaining the benefit of a through fare.

11. ***What travel advice do you know?***
pack all you need in a cabin bag;
carry your passport with you;
carry valuables personally.

12. ***When is "OK" or "RQ" code used?***
"OK" means confirmed seat;
"RQ" (requested seat) - the confirmation of the requested seat was not yet possible.

13. ***Could you explain what is?***
aircraft
aircrash
helicopter
non-stop flight
to hit an air-pocket
blind flying
blind landing
cross wind
to get an air sick
heavy-casualty accident

GRAMMAR

The Indefinite Pronouns and Adjectives

Pronumele şi adjectivele nehotărâte în limba engleză sunt:

some - ceva, câţiva, unii, unele

any - oricare

none - nici unul, nici una, nici unii, nici unele

COMPOUNDS OF SOME, ANY, NO, EVERY

	some	any	no	every
thing	something - ceva	anything - orice	nothing - nimic	everything - tot, toate
body	somebody - cineva	anybody - cineva, oricine	nobody - nimeni	everybody - fiecare, toţi, toată lumea
one	someone - cineva	anyone - oricine	no one, none - nimeni	everyone - fiecare, toţi, toată lumea

Majoritatea pronumelor nehotărâte pot fi folosite şi ca adjective nehotărâte.

Compuşii: ***somebody***, ***everybody*** etc. şi ***none*** sunt numai pronume nehotărâte iar ***every*** numai adjectiv nehotărât.

Alte pronume nehotărâte:

all - toţi, toate, tot

each - fiecare

either - unul din doi, oricare din doi, unul sau altul, ambii

neither - nici unul din doi, nici unul nici altul

other, the other, others, the others - alt, alta, celălalt, cealaltă, alţii, altele, ceilalţi, celelalte

another - un altul, o altă

one - cineva, ceva, oricine, cel, cea, cei, cele

both - ambii, ambele

several - câţiva, câteva, mai mulţi, mai multe

THE USE OF THE INDEFINITE PRONOUNS AND ADJECTIVES

Rules	Examples
I. ***Some*** și compușii lui ***some*** se folosesc în propoziții: a) afirmative	***Some*** walked to the exhibition, we took a bus. - Unii au mers pe jos până la expoziție, noi am luat un autobuz.
b) negative când some are sens afirmativ	You never read without making ***some*** mistakes. - Niciodată nu citești fără să faci unele greșeli.
c) interogative când întrebarea se referă la ***some*** sau se exprimă o rugăminte, se oferă ceva.	Why do you make such mistakes in ***some*** of your homeworks? - De ce faci asemenea greșeli în unele dintre temele tale? May I have ***some*** more coffee? - Pot să mai iau cafea? May I help you to ***some*** cake? - Mai doriți prăjitură?
II. ***Any*** înlocuiește pe ***some*** în propozițiile interogative și negative.	Have you received ***any*** news recently? - Ai primit vreo veste în ultimul timp? She didn't ask ***any*** questions. - Ea nu a pus nici o întrebare.
În propoziții afirmative ***any*** are sensul de oricare, orice: ***anyone***, ***anybody*** - oricine, ***anything*** - orice.	***Anyone*** is willing to work with you. - Oricine e doritor să lucreze cu tine. ***Anything*** you say it is a surprise to us. - Orice spui e o surpriză pentru noi.
În propoziții negative ***any*** și compușii asociați cu not au sensul de nici unul, nici una, nimeni, nimic.	She doesn't do ***anything*** about it at present. - Ea nu face nimic în legătură cu aceasta în momentul de față. There is not ***anyone*** who would not be willing to give a hand. - Nu este nimeni care să nu dorească să dea o mână de ajutor.
III. ***All*** se folosește ca adjectiv și pronume nehotărât singular și plural.	***All*** of them were present. - Toți au fost prezenți. We worked ***all*** day long. - Am lucrat toată ziua. ***All*** seats were taken. - Toate locurile erau ocupate.

Rules	Examples
IV. ***Each*** și ***every***.	
Each passenger - fiecare călător	We paid fifty lei ***each*** to be admitted to the museum. - Fiecare dintre noi a plătit taxă de intrare la muzeu câte cincizeci de lei. ***Each*** of his paintings is very valuable. - Fiecare tablou al său este foarte valoros.
Every passenger - toți călătorii (în parte)	***Every*** passenger had his luggage inspected by the customs officer. - Tuturor călătorilor li s-au controlat bagajele de către vameș. They come to visit us ***every*** year. - Vin să ne viziteze în fiecare an.
V. ***Either*** și ***neither*** ***Either*** se folosește cu sensul de:	
a) unul sau altul; oricare din doi.	You can bring me coffee or tea, ***either*** will do. - Poți să-mi aduci cafea sau ceai, oricare (din ele), indiferent care.
b) ambii, ambele.	Trees were planted on ***either*** side of the road. - S-au plantat copaci pe ambele părți ale drumului.
Neither este negativul lui ***either***	***Neither*** of them wants to leave. - Nici unul din ei nu vrea să plece.
VI. ***Other*** și ***another***	I like ***other*** books to read. - Îmi place să citesc alte cărți. Some of us study English, ***others*** French. - Câțiva dintre noi studiază engleza, alții franceza. This dictionary is mine, the ***other*** is yours. - Dicționarul acesta este al meu, celălalt este al tău. Does this street lead to the Opera? No, the ***other*** (one) does. - Strada aceasta duce spre Operă? Nu, cealaltă.
an + other = another	Come ***another*** time. - Vino altă dată. I don't like this coat, show me ***another***, please. Nu-mi place haina aceasta, arată-mi te rog alta.
Expresii:	
the other day - deunăzi	I met him ***the other*** day. - L-am întâlnit deunăzi.
every other day, week, month - la fiecare două zile, săptămâni, luni, din două în două zile, săptămâni, luni.	She comes to see us ***every other*** week. - Vine să ne vadă la două săptămâni.
N.B. ***each other*** ***one another***	They help ***each other***. - Se ajută între ei (între doi). They help ***one another***. - Se ajută între ei (între mai multe persoane).

Rules	Examples
VII. ***One***	***One*** can easily learn all these rules. - Putem învăța ușor toate aceste reguli. ***One*** day I hope to visit those famous historical places. - Cândva (într-o zi) sper să vizitez acele renumite locuri istorice.
N.B. ***One*** se folosește pentru a înlocui un substantiv deja menționat și se evită astfel repetarea.	I have got a red pencil, give me a blue ***one***. - Am un creion roșu, dă-mi unul albastru. He does not need a dictionary, he has got ***one***. - Nu-i trebuie dicționar, are și el unul.
Expresii: ***the last (one)*** - ultimul ***the last but one*** - penultimul ***the next one*** - următorul ***the next but one*** - al doilea după	I shall not enter this contest, I hope to be ready for ***the next one***. - Nu voi participa la această întrecere, sper să fiu pregătit pentru următoarea.
VIII. ***Both***	We shall ***both*** leave tomorrow. - Amândoi vom pleca mâine.
IX. ***Several***	***Several*** people entered the airport restaurant at the same time. - Mai multe persoane au intrat în restaurantul aeroportului în același timp. Is there a book on the table? No, there are ***several***. - Este o singură carte pe masă? Nu, sunt mai multe.
X. ***Much*** și ***little*** se folosesc cu substantive la singular.	I don't like ***much*** furniture in my room. - Nu-mi place multă mobilă la mine în cameră. Does Ann spend ***much*** time at the seaside this year? No, very little. - Ana stă mult timp la mare anul acesta? Nu, foarte puțin. There is ***little*** time left. - Mai este timp puțin.
XI. ***Many*** și ***few*** se folosesc cu substantive la plural.	I could tell you ***many*** things about flying. - Ți-aș putea spune multe despre zborul cu avionul. There are ***few*** children in the park on such a cold day. - Sunt puțini copii în parc pe o zi atât de friguroasă.

EXERCISES

I. Answer these questions:

1. Why do most people prefer travelling by air? 2. On what may a travel by air depend? 3. What does the Fast Fact Guide of airlines publish regularly? 4. What are airlines concerned about? 5. What kind of seats can you book on any airline flights? 6. When must passengers be at the airport? 7. What are the check-in services provided for passengers in any airport? 8. What other services are there available for the passengers? 9. Who is taking the passengers to the plane? 10. What are the merits and the demerits of travelling by plane?

II. Give synonyms for:

definitely, travelling by air, to a large extent, a number of airplanes/aircrafts, profit, to render services, to book a ticket, to reach the airport, to examine passports, baggage, label, speaker, round trip, direct flight, single-ticket, book it now, a dated ticket.

III. Give the opposite to the following:

to get off the plane . . . . . .

to land . . . . . .

to book a ticket now . . . . . .

to decrease the network . . . . . .

the check-in facilities are unsatisfactory . . . . . .

the cabin services are poor . . . . . .

catering is excellent . . . . . .

seat confort is reduced . . . . . .

IV. Find the definition (a-i) for the words or expressions (1-9).

1. a direct flight	a. a point where sales cover costs, but do not make a profit
2. catering	b. one-way flight
3. load factor	c. round-trip ticket
4. open dated ticket	d. amount of weighed factor
5. check-in facilities	e. long distance (of a plane flight)
6. break-even point	f. to book a ticket leaving the date of the return open
7. return ticket	g. supplying food ready to eat
8. long-haul	h. a profit
9. yield	i. places where passengers give in their tickets for a flight

V. Fill in the gaps in the text below with these words:

by air,	for,	boring,	by plane,	on,	airlines,
considerably,	to cope with,	about,	fleet operated,		
traffic carried,	load factors,	yield,	in,	to book,	
in advance,	boarding,	checked,	inspected		

1. Travelling ... may be great for one person, but ... for others. 2. How often we travel ... may depend ... our pocketbook. 3. International ... network has been ... increased ... the growing traffic. 4. The Fast Fact Guide publishes data regularly ... their ..., volume of ..., capacity, ... and, of course, their ... . 5. There is no difficulty ... booking, however it is advisable ... tickets ... . 6. Before ... the plane, the passengers must have their tickets and passports ..., their luggage ... by the customs officer.

VI. Give nouns derived from the following verbs:

to travel .....
to fly .....
to inspect .....
to carry .....
to examine .....
to exchange .....
to cater .....
to load .....
to book .....
to announce .....
to facilitate .....

VII. Find a word or an expression from here below that means the same as the words underlined.

inform, overall, satisfactory, of capacity, currently, concerned about, suggest, book

1. I must tell the clerk that .....
2. The total passenger load factor ....
3. The in-flight entertainment is good.
4. Our planes are flying 455 full.
5. Can you make any proposals?
6. There is little we can do about that now.
7. You can reserve a ticket 10 days before ....
8. They are really preoccupied with improving the services.

VIII. Fill in the blanks with "every, each, either":

1. They come to the office ... day. 2. ... of them has his own work to do. 3. ... problem should be solved properly. 4. You may take ... of the two newspapers on the table. 5. ... useful book is bought by the library. 6. We meet to discuss problems of common interest ... other day. 7. There are wide plains on ... side of the river. 8. Will you take a bus or a trolleybus to the airport? ... will do. 9. ... passenger must have his ticket and passport examined.

IX. Supply "one, other, another, the other":

1. Come and see me ... day, we have not met for a long time. 2. Come ... time, I am busy now. 3. May I borrow a dictionary? Yes, is this the ... you need? 4. ... cannot learn all these în such a short time. 5. The ... text was more difficult. 6. We met the ... day and had a long talk together. 7. ... day, I am sure I shall be able to speak English fluently. 8. I got ... answer than the ... I expected.

X. Insert indefinite pronouns:

1. If ... calls tell him I receive ... today. 2. He may call at ... moment. 3. ... could give a better answer. 4. There is ... I can tell you about this. 5. ... tried hard ... gave up. 6. ... could tell me where to find you. 7. Have you bought ... books recently? 8. He won't listen to ... she says. 9. ... of us wanted to attend the conference. 10. they go there ... week-end. 11. I don't need the book, I got ... . 12. They shall ... enter the contest. 13. I don't understand ... of what she says. 14. We spent ... time trying to get here. 15. There are ... passengers for this flight. 16. ... people prefer travelling by air. 17. Our airports leave ... to chance.

XI. Choose the correct form:

A.

1. • All the / • All men are English. • None of / • None the men are French.

2. • Both / • Both of the men are tall. • None / • Neither of the women are in the plane.

3. Both planes are landing. Neither • plane is taking off.
   • planes are taking off.

4. There are two guard-officers at the gate. • Neither / • Neither of them is talking.
   Both • of them / Both • them are checking.

5. There are three men at the bar. • None / • None of them are drinking.
   • All / • All the men are drinking.

6. There are two passengers at the counter. • Every • Each passenger is checking in.

7. • Most • Most of the women are drinking tea. Nearly • all • any of the women are drinking tea.

Hardly • one • any of the women are drinking tea.

8. • Most • Most of the children are watching the flight. • Hardly any • Nearly all of the children are watching the flight.

B. There are ten planes.

1. Five are taking off, five are flying. • Others • Some of the planes are flying.
• Others • The others are flying.

2. Two are landing, three are taking off. Some of the planes are taking off.
• The others • Others are taking off.

3. Three of the planes are flying, • two others • the two others are landing.

4. Two of the planes are flying, five others are waiting; • the five others • another five are flying.

5. Nine planes are landing, one is flying. Nine planes are landing: • the other • another is flying.

XII. You are a passenger, your partner is an airline official. You want to fly from Bucharest to New York - Economy Class - arriving Wednesday. Book a flight. Write down your questions and the answers of your partner.

Europe - New York						
Class	PCY	CCY	PCY	PCY	PCY	PCY
Day	1		1	2	5	3
	46	46	2	7	6	6
Flight No.	LAR 234	LAR 235	LAR 237	LAR 200	LAR 201	LAR 202
dep. Bucharest Otopeni	?	?	6:00	9:00	10:30	18:00
dep. Frankfurt	?	9:30				20:00
dep. Paris Orly	?	?	?		12:00	
dep. London Heathrow	13:55		9:30			
dep. Zurich		12:00				
arr. New York Kennedy	11x05	08x55	09x55	10x30	14x00	?

Notes: P - First Class C - Business Class Y - Economy Class 1 - Monday 2 - Tuesday 3 - Wednesday 4 - Thursday 5 - Friday 6 - Saturday 7 - Sunday x - Next Day

XIII. Read the text carefully. Remember the five tips that can make yourself as safe as possible when flying.

Even before you board the plane think safety. When you are choosing a seat at the airline ticket counter, remember that an aisle seat enables you to reach exits quicker than if you're sitting by a window - unless you get a seat right next to a door or window exit.

Always read the safety instructions. They're usually printed on a card or pamphlet în a pouch that's on the back of the seat in front of you.

Carefully review the instructions on opening emergency doors and windows, putting on your life vest and using the oxigen mask.

Look around and locate the nearest exit. Once you are seated fasten your safety belt around your hips tightly but confortably.

Don't stop to gather your belongings - just head for the nearest exit as fast as you can. If there is smoke inside the plane, keep your head low; crawl if you have to keep from breathing in the smoke.

XIV. Translate.

1. De câte ori călătoresc cu avionul am emoţii; prea multe formalităţi. 2. Trebuie să ne cântărim bagajele, să legăm eticheta cu numele nostru, cu numele aeroportului de plecare şi numele aeroportului de sosire. 3. Fiecare pasager îşi pregăteşte paşaportul, biletul de avion, tichetul de bord şi declaraţia vamală; toate acestea sunt necesare formalităţilor de îmbarcare. 4. Odată îmbarcaţi, pasagerii îşi pun bagajul de mână (cabin bag) pe plasa avionului, se aşează confortabil, îşi pun centura de siguranţă şi aşteaptă ca avionul să decoleze. 5. Liniile aeriene caută permanent să îmbunătăţească serviciile din timpul zborului. Ele doresc să atragă tot mai mulţi pasageri. Banii cheltuiţi pentru a atrage tot mai mulţi pasageri sunt deci bani bine cheltuiţi. 6. Ce tipuri de avioane sunt folosite de liniile aeriene române? 7. Preferaţi să călătoriţi cu avionul sau cu alte mijloace de transport? 8. Când aţi călătorit ultima dată cu avionul? 9. Cu ce viteză zboară un avion cu reacţie? 10. Puteţi să descrieţi interiorul unui avion? 11. În fiecare an petrecem o săptămână la ţară. 12. Fiecare pasager şi-a ocupat locul în avion. 13. Toţi au venit să ne întâmpine. 14. M-am uitat în sală dar nu am văzut pe nimeni cunoscut. 15. Nimeni nu l-a aşteptat la aeroport. 16. Pot să fac ceva pentru tine? 17. Unii au hotărât să plece cu avionul, alţii cu trenul. 18. Ai văzut vreun film bun în ultimul timp? 19. Nici unul din ei nu a fost prezent. 20. Toţi s-au prezentat foarte bine pregătiţi. 21. Se vizitează destul de des. 22. Amândoi au plecat în vacanţă. 23. Sunt câteva probleme pe care trebuie să le rezolv astăzi. 24. Trebuie să ne grăbim spre aeroport, mai este timp puţin până la sosirea avionului. 25. Sunt mai mulţi oameni care aşteaptă plecarea avionului.

UNIT 37

THE CUSTOMS SYSTEM

The importance attached to the customs policy is illustrated by the existence of a Customs Code which together with the procedures and the provisions of the Customs Regulations, with the Custom Tariffs for goods express in full the rules of the customs system.

Customs clearance consists in the following operations: presentation of the means of conveyance to customs units and production of the accompanying documents; customs inspection of the means of conveyance and of the merchandise carried, the checking of customs declarations.

The CUSTOMS TARIFFS are effectively applied when clearing the goods through the customs - then customs duties are being charged in conformity with the Guide to the USE OF IMPORT CUSTOMS TARIFFS. The GUIDE enters the goods under several columns: tariff heading and subheading, description of the goods, and the rate of duty.

Customs bodies should asceratin whether the mercandise is in accordance with the customs declaration and transport documents, with the export or import licence as to quantity and kind.

Customs duties are charged on the customs value of the goods. If the goods fall under customs restrictions they are liable to duties, if they don't exceed the free-tax quota they are undutiable.

Natural persons may bring in the country personal effects which are, as a rule, duty-free.

The Customs Regulations prohibit the introduction into the country of arms and ammunitions, explosives, narcotics and toxic substances, radio transmitters and receivers, documents and printed matter under law interdiction.

It is also prohibited to take out of the country securities, goods that belong to the national cultural patrimony, precious metals, stones and objects made thereof etc. Customs Regulations stipulate what deeds are considered to be customs contraventions, the limits of the fines, the procedures of penalties application and the remedies at law.

AT THE CUSTOM HOUSE

The plane landed and the passengers were seen coming down the steps on the way that led to the Customs-House. Mr. Brown put his suitcase and his briefcase on the counter in front of the customs officer, who asked him:

C.O. Anything to declare?

Mr.B. I don't think I have anything liable to duty, except a cassette but I don't see it on the prohibited article list.

C.O. Have you got any foreign currency about you?

Mr.B. I have no cash. I have a traveller's cheque.

C.O. You have not exceeded the duty-free quota. Close your luggage and pass on.

Mr.B. What about my cassette?

C.O. There's no charge on personal effects on condition they are taken back with you when leaving. Don't forget to keep your customs declaration with you. You'll need it on leaving.

Mr.B. Thank you, officer.

VOCABULARY

customs ['kʌstəmz] s. - vamă, taxe vamale

policy ['pɔlisi] s. - politică

to establish [i'stæbliʃ] v. - a stabili

domestic [də'mestik] adj. - (aici) național, intern

foreign ['fɔriŋ] adj. - (aici) extern

to attach [ə'tætʃ] v. - (aici) a acorda, a atribui, a da

procedures [prə'si:dʒəz] s. - norme de procedură

provision [prə'viʒən] s. - măsură, dispoziție, clauză, luare de măsuri

production [prə'dʌkʃən] s. - (aici) prezentare, arătare (a unor documente)

accompanying [ə'kʌmpəniŋ] adj. - care însoțește

merchandise ['mə:tʃəndaiz] s. - marfă, mărfuri

to check [tʃek] v. - a verifica, a controla

heading ['hediŋ] s. - (aici) poziție tarifară

subheading ['sʌbhediŋ] s. - (aici) subpoziție tarifară

to ascertain [æsə'tein] v. - a verifica, a stabili

licence ['laisəns] s. - licență, autorizație

to exceed [i'ksi:d] v. - a depăși

to forbid forbade, forbidden [fə'bid, fə'beid, fə'bidn] v. - a interzice

purpose ['pə:pəs] s. - scop

to prohibit [prə'hibit] v. - a interzice

ammunition [æmju'niʃən] s. - muniții

substance ['sʌbstəns] s. - substanță

receiver [ri'si:və] s. - microfon

liable to duty ['laiebl] - pasibil de taxe vamale

free-tax quota [ˈ'kuoutə] - cotă scutită de taxe vamale

personal effects - efecte personale

as a rule [ˈ ru:l] - de regulă

securities [si'kjuəritiz] s. - hârtii de valoare

precious ['preʃəs] adj. - prețios

thereof [ðɛə'ɔv] prep. - din aceasta

deed [di:d] s. - faptă, act, ispravă

fine [fain] adj. - amendă

penalty ['penəlti] s. - penalitate, amendă, daune - interese

briefcase ['bri:fkeis] s. - servietă, geantă

suitcase ['sju:tkeis] s. - geamantan

counter ['kauntə] s. - tejghea

charge [tʃa:rdʒ] s. - taxă, cheltuială

to forget, forgot, forgotten [fɔ'get, fɔ'got, fə'gotən] v. - a uita

dutiable ['dju:tiəbl] adj. - impozabil, supus taxelor vamale

to carry on - a desfășura

in keeping with - în conformitate cu

custom tariffs [≈ 'tærifs] - tarife vamale

in full - pe deplin

to clear through the customs - a trece prin vamă

customs clearance [≈ 'kliərəns] - control vamal

means of conveyance [mi:nz əv kən'veiəns] - mijloace de transport

customs bodies [≈ bɔdiz] - organe vamale

in accordance with [≈ ə'kɔ:dəns ≈] - în conformitate cu

customs duties [≈ 'dju:tiz] - taxe vamale

to fall under - a cădea sub incidența

duty-free - scutit de taxă vamală

printed matter [printid mætə] - material tipărit, imprimate

foreign currency [≈ 'kʌrənsi] valută străină

VOCABULARY PRACTICE

Answer the following questions using the additional words:

1. ***Who examines the passports?***
the immigration officer;
the guard officers.

2. ***Who checks the luggage?***
the customs officials;
the customs officer.

3. ***What are the documents required when you go through the check out?***
passport;
boarding ticket;
luggage chit;
customs declaration.

4. ***What must you fill in the customs declaration with?***
name and surname;
date of birth;
nationality and citizenship;
number of passport;

purpose of the journey (tourist or on business);
prohibited objects;
foreign currency;
date and signature.

5. ***How can your passport be?***
is in regular order;
needs the entry/transit visa;
needs no visa if you enter ... /, if you are in transit through ...;
has expired.

6. ***What should the officer do in case of contraventions?***
... fine you;
... confiscate the objects;
charge a penalty for dutiable goods, for deliberate concealment of prohibited goods.

GRAMMAR

I. INTERROGATIVE PRONOUNS AND ADJECTIVES

Pentru persoane	Pentru animale și lucruri
1. N. ***Who***? (pr.int.) G. ***Whose***? (pron. și adj. int.) D. ***(to) whom?*** (pron. int.) Ac. ***Whom?*** (pron. int.) ***Who*** is checking the luggage? - Cine controlează bagajele? ***Whose*** is that briefcase over there? - A cui servietă este aceea de acolo? (adj.) ***To whom*** will you give those luggage tickets? - Cui îi vei da acele tichete de bagaje? (pron.) ***Whom*** can you see in the loby? - Pe cine vezi în hol? (pron.)	1. ***What***? (pron și adj. int.) ***What*** are the prohibited items quota lists? - Care sunt listele cu articolele și cantitățile interzise? (pron.) ***What*** personal effects are duty-free? - Ce efecte personale sunt scutite de taxe (adj.)

Pentru persoane	Pentru animale și lucruri
2. Pronumele interogative compuse ***whoever, whatever, whichever*** se folosesc pentru a accentua o idee, a exprima o mirare, o indignare. ***Whoever*** has lost his suitcase? - Oare cine și-a pierdut geamantanul? ***Whatever*** is he doing there? - Oare ce face acolo? ***Whichever*** is it? - Care este oare?	2. ***Which*** (pron. și adj. int.) Se referă și la lucruri și la persoane. Ca pronume este deseori urmat de "of". ***Which*** implică selecția. ***Which*** is your luggage? - Care sunt bagajele tale? ***Which*** customs officer has cleared through your luggage? - Care ofițer vamal (vameș) ți-a vămuit bagajele? (adj.) ***Which*** of you has ever flown? - Care dintre voi a zburat cu avionul vreodată?

N.B. După ***who*** și ***what*** la nominativ, verbele nu se construiesc cu ***to do***.

Who goes to London? - Cine merge la Londra? ***What happens*** if the weather is bad? - Ce se întâmplă dacă vremea este rea?

II. RELATIVE PRONOUNS
(Pronumele relative)

Pentru persoane	Pentru lucruri și animale
1. N. ***Who*** G. ***Whose*** D. ***(to) whom*** Ac. ***Whom*** They see a group of tourists ***who*** are getting through the check- out. - Ei văd un grup de turiști care trec prin punctul de control. The man ***whose*** passport has been lost is a foreigner. - Bărbatul al cărui pașaport s-a pierdut este un străin. The man ***to whom*** I am speaking is an immigration officer. - Bărbatul căruia îi vorbesc este ofițer de grăniceri. The tourists ***whom*** we see at the customs clearance are waited for in the lobby. - Turiștii pe care îi vedem la controlul vamal sunt așteptați în hol.	1. ***Whose*** The building ***whose*** entrance is round the corner is the Customs House. - Clădirea a cărei intrare este după colț este Vama. 2. ***Which*** The paper ***which*** lies on the counter is a customs declaration form. - Hârtia care este pe tejghea este un formular de declarație vamală. 3. The suitcase ***(that)*** I have just weighed is very heavy. - Geamantanul pe care tocmai l-am cântărit este foarte greu.

Pentru persoane	Pentru lucruri și animale
2. ***That*** (restrictiv) The woman ***that*** is standing near the telephone booth is our secretary. - Femeia care stă lângă cabina telefonică este secretara noastră.	4. ***What*** we have seen so far flying high above is a jet plane. - Ceea ce am văzut până acum zburând acolo sus este un avion cu reacție.

N.B. Forma de genitiv ***whose*** se poate folosi și pentru lucruri și animale, nu numai pentru persoane. ***Whose*** se poate înlocui cu ***which*** precedat de ***"of"*** - pronumele relativ se așază după substantivul pe care-l determină.

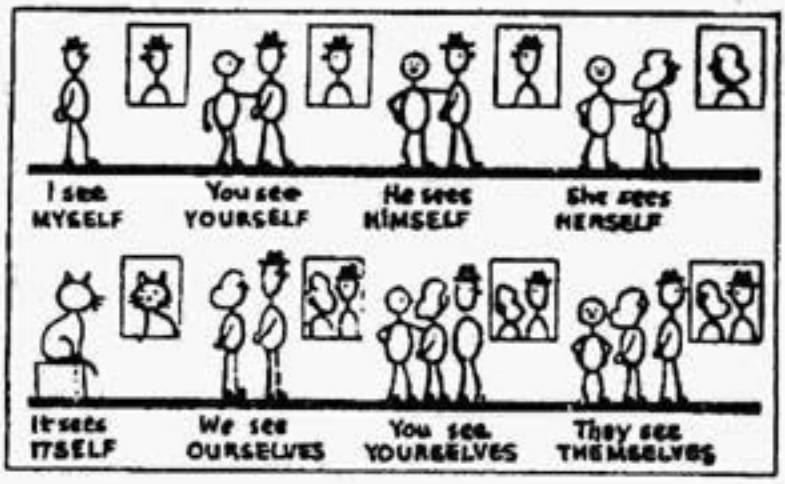
e.g. The customs declaration ***whose*** blanks are not yet filled in is yours. - Declarația vamală care nu este încă completată este a ta. (sau) The customs declaration the blanks ***of which*** are not filled in is yours.

III. REFLEXIVE AND EMPHATIC PRONOUNS

(Pronumele reflexiv și de întărire)

Pronumele reflexiv	Pronumele de întărire
"Self - selves" Se folosește când complementul dir. sau prep. al unui verb este același cu subiectul: I enjoy ***myself*** very well at the sea-side. - Mă distrez foarte bine la mare. I see ***myself*** in the mirror. - Mă privesc în oglindă. You dress ***yourself*** nicely. - Te îmbraci drăguț. We wash ***ourselves*** daily. - Ne spălăm zilnic. N.B. Verbe care cer în mod obligatoriu pronumele reflexiv: ***to absent oneself*** (from); ***to avail oneself*** (of); ***to behave oneself***, ***to busy oneself*** (with); ***to pride oneself*** (on).	***"Self - selves"*** Se folosește pentru a întări substantivele sau pronumele pe care le determină: I ***myself*** talked to the pilot. - Eu însumi i-am vorbit pilotului. She ***herself*** did the packing. - Ea însăși a făcut bagajele. They carried the luggage ***themselves***. - Ei înșiși și-au cărat bagajele. N.B. Când este precedat de ***"why"***, ***"of"***, ***"for"***, are sensul de "singur", "singură", "singuri", "singure". I want to see ***for myself***. -Vreau să văd singur. The glass cracked ***of itself***. - Paharul s-a spart singur.

Subject Form	"Self-Word"
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves



EXERCISES

I. Answer these questions:

1. What does the customs policy rely on?
2. What do you mean by the Customs Code?
3. What does customs clearance consist in?
4. What should the customs bodies ascertain?
5. When are the customs tarrifs applied?
6. What does the GUIDE TO THE USE OF IMPORT CUSTOMS DUTIES carry?
7. What else the Customs Regulations stipulate?
8. Why personal effects are not liable to duties?

II. Choose the correct definitions for these phrases:

a. customs	1. agreement between several countries that goods can travel between them without paying duty.
b. to go through the customs	2. the government department that organizes the collection of taxes on imports.
c. customs clearance	3. to pass through the area of an airport (port where customs officials examine goods).
d. customs formalities	4. documents given by customs to show that customs duty has been paid and the goods can be moved.
e. customs officers/officials	5. declaration of goods and examination of them by the customs.
f. customs tariffs	6. people working for the customs.
g. customs union	7. list of duties to be paid on imported goods.

III. Give synonyms to the following words:

home; to attach great importance; provision; merchandise; to check; to forbid; penalty; dutiable; in keeping with; duty-free; personal belongings; international; in full; operation; acts.

IV. Say it in English:

vameș, de regulă, regulament vamal, articole personale, a cădea sub incidența, cost vamal, materiale tipărite, declarație vamală, amendă, penalitate, a interzice, a vămui.

V. Read and translate into Romanian, pay attention to the words and phrases in italics:

1. There is a ***custom*** all over the world to celebrate New Year. 2. We cannot ***retain your custom*** any longer. 3. Romanian ***Customs*** Code is very comprehensive. 4. Personal effects are not ***customable***. 5. ***Custom*** barriers are not always favourable for trade development. 6. It is very costly to have a ***custom-built*** car. 7. When you stop at the ***Customs shed*** you have to fill in the ***Customs entry***. 8. Your suit is ***custom-tailored.***

VI. The following words and phrases are missing from the text. Fill in the gaps.

in, are charged, customs value, ascertain, in accordance with, to bring, into, take out of, deeds, contraventions

1. Customs clearance consists ***in*** the following operations.
2. Customs duties ... on the ... of the goods.
3. Customs bodies should ... whether the goods are ... the customs declaration.

4. It is forbidden ... the contry or ... it goods for the purpose of selling.
5. Customs regulations stipulate what ... are considered to be customs ... .

VII. Choose the correct answer:

1. Who charged the duties? I charged them • himself • myself.
2. They won't come • themselves. • himself. They'll send a collector.
3. Who filled in this certificate? She filled it in • herself. • themselves.
4. Did you write the declaration • yourselves • yourself ? Yes, we wrote it • myself. • ourselves.
5. This is a good party. I'm • hurting • enjoying myself.
6. Did Tom fall and hurt • herself • himself badly?
7. Did you enjoy • yourself • yourselves at the party? Yes, I did.
8. Are they going to England with the Clarks? No. They're going by • themselves • their own.

VIII. Fill in the gaps with the right pronoun.

whatever, whoever, whenever, wherever, however

1. ... took my money must give it back.
2. ... he goes, he takes his wife.
3. ... I'm in London, I go to the theatre.
4. ... hot it is, you must work.
5. ... is in the parcel it is very heavy.
6. ... often you write, she won't answer.
7. ... there are trees, there's water.
8. ... happens, I won't change my mind.
9. ... I can't sleep, I read a book.
10. ... wrote this was very clever.
11. ... much it costs, I'll buy it.
12. ... he goes, he finds friends.

IX. Join these sentences and remember the use of "however" and "no matter how".

Model:

You may be young. But you will enjoy the film.
However young you are, you will enjoy the film.
No matter how young you are, you will enjoy the film.

1. He may be important. But he will have to wait.
2. I may be tired at night. But I always read something.
3. I may live a long time. But I will not forget that day.
4. You may work hard. But we will not finish it.
5. He may eat a lot. But he never becomes fat.
6. A lot of people may come. But we will have enough food.
7. They may decide this. They may decide that. But they never do anything.

X. Say which is the difference in the meaning of the pairs of sentences; mind the reflexive pronouns:

1. He applied himself to the task.
He applied for a job.
2. She availed herself of the long journey she had made.
Her effort did not avail her.
3. He conducted himself well.
He conducted the affair very well.
4. She departed herself from the mother with tears in her eyes.
5. She departed from her word.

XI. Choose the right pronoun by crossing out the wrong one:

1. The customs officer came into the room and closed the door behind (him, himself). 2. When packing he was not careful and cut (him, himself). 3. She dressed (her, herself) and left for the office. 4. Behave (you, yourself). 5. This is a secret between us (ourselves). 6. They look up at the stars above (them, themselves). 7. He introduced (me, myself) to his friends. 8. I bought (me, myself) a new cabin bag.

XII. Read and fill in the blanks with the required interrogative pronouns:

Critic "Ah! and ... is this? It is suprerb! ... expression!"

Artist "Gosh! That's where I clean the paint off my brush".

English prof. "... is the difference between an active verb and a passive verb?"

Stud. "An active verb shows action and a passive verb shows passion."

XIII. Read the text carefully and do the following activities:

Step 1: Finding words and phrases (scan quickly), which lines do they come from?

confined to schedules	to rough it	you're bound
being in control	have the conforts	thrills
have the freedom	being pampered	economical
physical fitness	a workaholic	give himself airs

Step 2: Understand the whole story. Remember the characteristics of your personality.

Your Favourite way of Travel Reveals a Lot About You.

The way you most enjoy travelling reveals a lot about your personality.

If you are going on a pleasure trip and time and money are no object, you're bound to have a favourite way to travel - and here's what it tells about you.

CAR - You don't like being confined by schedules and you like being in control.

When travelling by car, you have the freedom and mobility to do what you want to do when you want to do it.

CAMPER - You're very independent. You also have a pioneering spirit and like to rough it at times. You enjoy pysical fitness type of activities and have an amazing ability to adapt.

TRAIN - A romantic, you want to live in the past but still have the conforts of the present. You want to be taken care of and protected. You enjoy being pampered and don't mind paying for it.

BUS - You are very practical and economical. A bus traveller doesn't give himself airs or consider himself a snob.

AIRPLANE - Time and schedules are very important to you. You always seem to be in a hurry. You have a tendency toward being a workaholic who has trouble enjoying a quiet evening at home.

MOTORCYCLE - A daring person, you love thrills and excitement. You set your own pace and go wherever you want to.

SHIP - You like to relax and truly enjoy life. You want to take time out to stop and smell the roses.

XIV. Translate into English:

a) 1. Când a tăiat pâinea s-a tăiat. 2. Se străduiesc să termine lucrarea. 3. A profitat de faptul că avionul n-a decolat și a băut o limonadă. 4. Cine mai era la vamă? 5. Care geamantan l-ai deschis mai întâi? 6. Care dintre vameși ți-a cerut declarația vamală? 7. Pilotul care a coborât din avion era fratele tău? 8. Ce obiecte sunt interzise să fie aduse în țară? 9. Ce geamantan ai? 10. Cu cine te-ai întâlnit la aeroport? 11. Am întâlnit mai mulți pasageri care-și așteptau rândul la vamă. 12. Oare ce scrie în această declarație vamală? 13. Care este oare servieta mea? 14. Împachetează-ți lucrurile singură. 15. Îmbracă-te și coboară,

suntem ultimii pasageri. 16. Cine merge primul la avion? 17. Ce se întâmplă cu cel care pierde avionul?

b) Vămuirea constă în prezentarea mijloacelor de transport pentru inspecție la unitatea vamală; prezentarea documentelor necesare; inspectarea mărfii și verificarea declarației vamale.

Declarația vamală poate conține: numele și prenumele călătorului, data nașterii, naționalitatea și cetățenia, numărul pașaportului, scopul călătoriei, țara de destinație; obiecte interzise, valuta, data și semnătura.

Este interzis să introduci sau să scoți din țară obiecte în scopul vânzării, obiecte ce aparțin patrimoniului național cultural, valută peste cota fixată, metale prețioase și pietre prețioase.

Obiectele de uz personal nu sunt supuse taxelor vamale.

UNIT 38

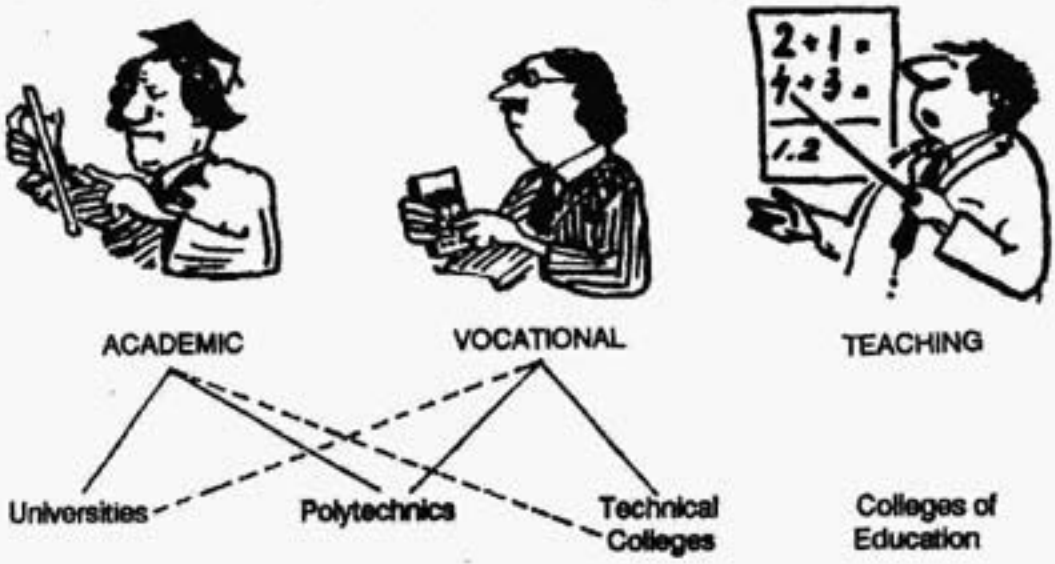
HIGHER EDUCATION

There are a great number of different kinds of institutions of higher education. First of all, of course, there are the universities, then academies and colleges.

Nobody can have failed to have heard of Oxford and Cambridge, the oldest universities in England. They were established late twelfth - early thirteenth centuries. There is also a large number of other universities, academies (dissenting academies) and institutions such as Polytechnics and Technical Colleges, Business Colleges, etc. Polytechnics and Technical Colleges offer courses of a vocational nature as well as academic courses. Colleges of Education provide training and education for prospective teachers.

These higher education institutions administer themselves according to their individual charters and their government is in their own hands. Admission to the universities, in most cases, is based on the "A" level results of the GCE - except Oxford and Cambridge which set their own entrance papers.

The vast majority of students receive grants, which cover tuition fees and allow a certain amount of money to the students for their keep (board and residence) and books, out-of-pocket expense during the course and travelling expenses from home to colleges.



Now, let's assume a typical higher education institution in Romania - the Academy of Economic Studies which was founded in 1913. It has several faculties (or departments) and some of them with one or two sub-departments. At the faculty level we can see that most activities are rather technical than managerial. That is, full-time faculty members (staff) are expected to teach classes, do research, counsel students and provide community service.

They are trained as specialists in a discipline such as: philosophy, mathematics, business administration, marketing, accounting, foreign languages, etc.

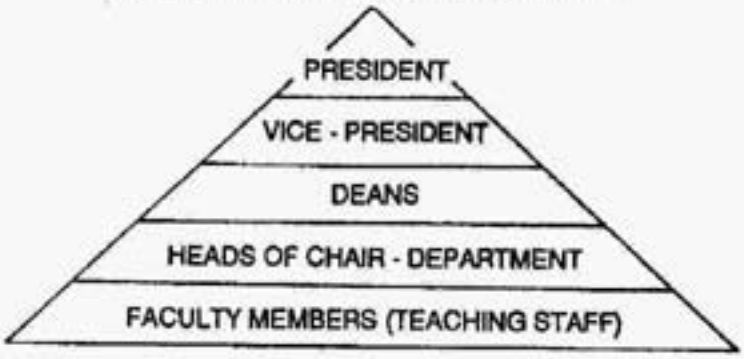
The Head of Department and the Chairpersons are also expected to perform technical tasks: teach classes, do research, and engage in public services. However they are responsible for departmental activities, always working to achieve the school's goals.

The Government proper of the Academy is provided by the Senate and the Board of Trustees - chaird by the President. Vice- Presidents and the President are involved in the high-level planning and organizing curricula and the activities of the Academy.

They enter the classroom and they do contribute to scholarly knowledge.

The Academy of Economic Studies offer a five-year course and awards the corresponding degrees at the end of the course.

ACADEMY'S GOVERNMENT STRUCTURE



"Attendace of students has improved miraculously since we disguised the school as a shopping mall."

Mary Well, how was your first day at the Academy of Economic Studies?

John You see, there was a large notice there, informing the new students to assemble in the main hall for an address by the Principal.

Mary I bet that was interesting.

John Oh, yes! He said he was delighted to see so many intelligent looking students and hoped they would profit from their various courses of study. He proceeded to give a brief outline of the history and organisation of the Academy.

Mary Who else did the Principal introduce to you all?

John Well, there were a lot of others thereon the platform, but I remember the Head of the Department of Management Studies, the Registrar, the Senior Tutor, and the Lodgings and Welfare Officer. Each said a few words, after which everybody left the hall.

Mary Did you have any classes at all?

John No, we met our tutors and they gave us stacks of bumf about the course timetables and so on.

"A note from my parents? Do you realise that requires four signatures?"

VOCABULARY

education [edju(:)'keiʃən] s. - educație, instrucție; învățământ

to fail, ed, ed [feil] v. - a nu reuși, a da greș, a suferi un eșec

to establish, ed, ed [is'tæbliʃ] v. - a întemeia, a fonda

to found, ed, ed [faund] v. - a fonda, a înființa

university [ju:ni'və:siti] s. - universitate

college ['kɔlidʒ] s. - colegiu

body [bɔdi] s. - corp uman, organ, organism

institution [insti'tju:ʃən] s. - instituție; institut (de educație, de utilitate publică)

prospective [prəs'pektiv] s. - perspectivă

business ['biznis] s. - comerț, afaceri

vocational [və'keiʃənəl] adj. - vocațional, cu caracter profesional

nature ['neitʃə] s. - natură, caracter, fire

course [kɔ:s] s. - curs; durată de studii

to provide, ed, ed [prə'vaid] v. - a asigura, a da

training ['treiniŋ] s. - pregătire

prospective [prəs'pektiv] adj. - viitor, potențial

to administer, ed, ed [əd'ministə] v. - a administra, a conduce

charter ['tʃa:tə] s. - statut

government ['gʌvəmənt] s. - guvern; conducere (a unei instituții de învățământ sau de utilitate publică)

admission [əd'miʃən] s. - admitere

entrance ['entrəns] s. - intrare

grant [gra:nt] s. - subvenție, donație; ajutor, bursă

authority [ɔ:'θɔriti] s. - autoritate, putere

tuition ['tjuiʃən] s. - instruire, pregătire practică

tutor ['tju:tə] s. - preparator, șef lucrări / cadru didactic pentru lucrări practice / ore de laborator

tutorial [tju'tɔriəl] s. - ore de lucrări practice, de seminar

fee [fi:] s. - taxă școlară, onorariu la doctor

expense [iks'pens] s. - cheltuială

amount [ə'mount] s. sumă, cantitate

keep [ki:p] s. - (aici) întreținere (casă și masă)

to assume, ed, ed [ə'sju:m] v. - a presupune, a asuma

department [di'pa:tmənt] s. - secție; departament; facultate

staff [sta:f] s. - personal, persoane angajate

research ['risə:tʃ] s. - cercetare

to counsel, ed, ed ['kaunsəl] v. - a sfătui

accounting [ə'kauntiŋ] s. - contabilitate

to perform [pə'fɔ:m] v. - a face, a executa

task [ta:sk] s. - sarcină

to achieve, ed, ed ['ətʃi:v] v. - a realiza

goal [gəul] s. - scop

to chair, ed, ed [tʃɛə] v. - a prezida

to involve, ed, ed [in'voulv] v. - a cuprinde, a implica

curriculum [kə'rikjuləm] s. - plan de învățământ

knowledge ['nɔlidʒ] s. - cunoștințe

scolarly ['skɔləli] adj. - școlare, științifice; academice

to award, ed, ed [ə'wə:d] v. - a acorda, a decerna un titlu (o bursă, un premiu)

degree [di'gri:] s. - grad; titlu universitar, diplomă

notice ['noutis] s. - anunţ, aviz

Principal B.E. ['prinsipəl] s. - rector (al unei universităţi); decan (colegiu); director (al unei şcoli)

President A.E. ['prezidənt] s. - (aici) rector; preşedinte

to bet, bet, bet [bet] v. - a pune rămăşag

to proceed, ed, ed [prə'si:d] v. - a trece la, a continua, a purcede la

address ['ædrəs] s. - cuvânt de deschidere

outline [aut'lain] s. - rezumat, prezentare scurtă, schiţă, plan

brief [bri:f] adj. - scurt

registrar [redʒis'tra:r] s. - secretar şef al unei universităţi / colegiu

stack [stæk] s. - claie, grămadă, morman

bumf [bʌmf] s. - maculatură

higher education - învăţământ superior

nobody can have failed to - nimeni n-a putut să nu

academic course - curs universitar

board and residence - masă şi casă

out-of-pocket expenses - cheltuieli de buzunar

Head of the Department B.E. - decanul unei facultăţi / secţii

Senior Tutor - îndrumătorul de an/serie (cadrul didactic care răspunde de activitatea metodico-didactică, este titularizat)

business administration - conducerea întreprinderii

Lodgings and Welfare Officer - (aici) directorul serviciului cu probleme sociale (cămine, cantine, burse etc.)

Board of Trustees - Consiliul de administraţie

ADDITIONAL VOCABULARY

Answer the following questions using the additional vocabulary and the charts below:

1. ***What is the British school system made up of?***

Public Schools (which are in fact very private and exclusive) they provide excellent facilities for learning, but the fees are very big.

Direct-Grant Schools - have a high academic standard but are partly subsidized by the State.

Grammar Schools - pupils are selected by rigorous standards, no fees at all are required.

State-run Comprehensive Schools - no fees at all and open to all children between 11-18 regardless of their intellectual capacity.

FURTHER

Work day-release apprenticeship Technical Colleges Evening courses	UNIVERSITIES COLLEGES OF EDUCATION COLLEGES OF TECHNOLOGY ART COLLEGES BUSINESS COLLEGES TECHNICAL COLLEGES THE SERVICES	18 - 22

The three types of school below can be absorbed into Comprehensives

SECONDARY MODERN 11-16	DIRECT GRANT SCHOOL 11-18	GRAMMAR SCHOOL 11-18	COMPREHENSIVE SCHOOL (STATE-RUN) 11-18 (or 11-16)

PRIMARY

PRIMARY SCHOOL
5-11 years old

INFANT SCHOOL
3-5 years old

2. ***How are universities or any other higher - education institutions governed?***

The Principal (B.E.); President (A.E.)

The Acting Principal (a Principal working in place of someone for a short time)

The Deputy Principal; Vice-President

The Acting Deputy Principal

The Senate

The Board of Trustees

3. ***Who are the members of the Board of Governors (biroul senatului)?***

The Principal/the President - who chairs the Senate

The Deputy Principals/Vice-Presidents

The Deans/Heads of the Departments

The Department Chairpersons

4. ***Who can be members of the Board of Trustees?***

The Registrar

The Head-Librarian

The Accommodation Officer

The Personnel/Staff Officer

The Lodging and Welfare Officer

5. ***What does a higher economic institution provide?***

A. Teaching Accommodation

- tutorial rooms
- seminar and lecture rooms
- computation centre
- library
- hall for stage and cinema performance
- close-circuit network
- printing house

B. Residential Facilities

- halls for residence
- registered lodgings
- eating halls
- refectories
- canteens

6. ***What does a five-year degree course of Academy of Economic Studies require?***

- Previous examination
- Previous qualifications
- Entrance (Admission examination)

Modes of assessment:

- little goes
- great goes

- written examination papers
- practical and viva-voce examinations
- formal assignments, including tests during the course
- dissertations for the degree
- recreation facilities

7. ***Say: What students are to attend an academic course?***

full-time students
part-time students
day-time students
evening-course students
extra-mural students
postal-tuition students

8. ***What kind of degrees do you know? Say: Which of them are awarded by academic/university education institutions and which one by secondary schools.***

Certificate of Education
General Certificate of Education
Certificate of Proficiency
Bachelor of Arts
Bachelor of Education
Bachelor of Science
Bachelor of Economics
Master of Arts
Master of Science
Ph.d. - Doctor's Degree
Candidate for Ph.d. - Doctor's Degree

9. ***What is the staff or the faculty members supposed to be?***

Professors
Assistant Professors
Associate Professors
Senior Lecturers
Lecturers
Assistant Lecturers
Tutors

GRAMMAR

I. SOME USES OF "a, an"
(Întrebuințarea articolului nehotărât)

The Indefinite Article	Examples
a. Exprimă uneori noțiunea de generalitate.	***A*** plane can carry passengers. - Un avion poate transporta pasageri.
b. Arată că substantivul aparține unei grupe.	***A*** girl wants to see you. - O fată (oarecare) vrea să te vadă.
c. Se folosește înaintea profesiunilor.	Mr. Smith is ***a*** pilot. - D-nul Smith este pilot.
d. Se folosește înaintea substantivelor referitoare la timp sau greutate.	I read two hours ***a*** day. - Citesc două ore pe zi. It costs $1 ***a*** kilogramme. - Costă un dolar kilogramul.
e. Se folosește înaintea lui few, little schimbându-le înțelesul.	I see ***a few*** passengers in transit hall. - Văd câțiva pasageri în sala de tranzit. There is ***a little*** water in the glass. - Este ceva (puțină) apă în pahar.
f. Se folosește pentru a reda ideea de număr gramatical.	She bought ***a*** cabin bag. - Ea a cumpărat o sacoșă pentru călătoria cu avionul. It costs ***a*** hundred and fifty lei. - Costă o sută cincizeci lei.

II. SOME USES OF "the"

The Definite Article	Examples	
Articolul hotărât se folosește:	no "the"	with "the"
a. înaintea substantivelor determinate de un atribut sau de o propoziție atributivă.	Books are expensive.- Cărțile sunt scumpe.	***The*** books for this course are expensive. - Cărțile pentru acest curs sunt scumpe.
	Jack goes to school. - Jack merge la școală.	Jack goes to ***the*** school in our town. - Jack merge la școala din orașul nostru.
	Dinner is at seven.	***The*** dinner Mary is eating, is at seven.

The Definite Article	Examples	
b. înaintea substantivelor ce denumesc limbi când cuvântul language urmează imediat.	English is not an easy language. - Engleza nu este o limbă ușoară. Mr. Smith speaks Spanish. - D-nul Smith vorbește spaniola.	***The*** English ***language*** is not easy. - Limba engleză nu este ușoară. Mr. Smith speaks ***the*** Spanish ***language***. - D-nul Smith vorbește limba spaniolă.
c. pentru a identifica o persoană sau un lucru.	I see some boys and girls. - Văd băieți și fete.	***The*** boys are playing football. - Băieții joacă fotbal.
d. cu nume de munți, râuri, mări, oceane.	—	***The*** Danube is our longest river. - Dunărea este râul nostru cel mai lung.
e. cu nume compuse de țări și instituții.	—	***The*** United Kingdom of Great Britain. - Regatul Unit al Marii Britanii. ***The*** United States of America. - Statele Unite ale Americii.
f. cu instrumente muzicale și după prepoziții.	—	We go to ***the*** airport. - Mergem la aeroport. Many students play ***the*** piano. - Mulți studenți cântă la pian.

EXERCISES

I. Answer these questions:

1. What type of higher education institution do you know? 2. Which are the oldest universities in England? 3. When was the University of London founded and what was it for many years? 4. How do higher education institutions administer themselves? 5. What can you say about entrance-examination of English Universities? 6. Where from do English students get their grants and what for? 7. How is the Academy of Economic Studies Government structured? 8. What are the faculty members supposed to do? 9. What are the President, Vice-Presidents, and Deans responsible for?

II. Give synonyms for the following words, always considering the text:

to found, to secure training, university education, the ancient universities, at the end of the twelfth century, to administer, administration, statutes, admission,subsidies, board and residence, departments, to give some advice, to be liable for, principal, deputy principal, clever-looking students, heap of bumf.

III. Say it in English:

Învățământ superior; în primul rând; nu se poate să nu fi auzit; la începutul secolului; la sfârșitul secolului 20; învățământ profesional; învățământ de stat; învățământ public; universitatea se conduce după statutul propriu; admiterea în învățământul superior; la nivel de facultate; la nivel de institut; a face cercetare; a răspunde de activitatea facultății sau a catedrei; Consiliu de Administrație; Biroul Senatului; secretarul șef al Academiei.

IV. Choose the best:

1. What are the three kinds of teaching found in colleges and universities?
   a) lectures
   b) seminars
   c) tutorials
   d) conferences
2. What does the student not do in a lecture?
   a) take notes
   b) ask questions
   c) do a lot of talking
   d) listen to music
3. What is discussed in a seminar?
   a) something that the lecturer will talk about later
   b) something that has been done in a tutorial
   c) something that the student has already had a lecture about
   d) something that the student has read in the library
4. Which is probably the most important for the student?
   a) reading in the library?
   b) listening to the lecturers?
   c) attending seminars?
   d) attending tutorials?

V. Read, translate and explain:

University education; all-round education; secondary education; tertiary education; compulsory education; trade education; liberal education; universal obligatory education; educational facilities; to go down from the university; to go up from the university; university extension (class).

VI. Fill in the blanks with the required article and translate the text:

Primary: ... school hours 9 a.m. to 4 p.m. Many new reforms and methods of ... teaching in this field often with ... great success ... relaxed atmosphere, no stress, much scope for ... creative activities and ... physical education.

Secondary: ... high standards, ... good discipline, ... uniform sometimes, old traditions and ... strict rules. Unfortunately there is ... trend to be swallowed up by ... huge comprehensive.

Secondary modern: Those that have not yet turned comprehensive are relatively small; ... uniform is often not compulsory, ... emphasis lies on ... practical subjects... GSE examinations only; ... school-leaving age is 16.

Comprehensive ... huge schools in often impressive buildings... .Wide range of subjects for every ability and offer ... school clubs and ... societies... school hours 9 a.m. to 4 p.m. ... dinners provided at ... school (as in all schools) ... difficulties sometimes arise through ... sheer numbers of pupils; ... discipline problems in some schools... uniforms not compulsory, particularly in ... Sixth Forms. All types of examinations ... Standards are sometimes not so high as they could be. No fees, all books and ... writing materials free.

Public education (private) ... preparatory schools prepare pupils for ... Common Entrance Examination into ... public schools. Many schools are not co-educational ... high standard of teaching, mostly boarding schools. High fees ... public schools are extremely private. Old-established schools with long academic traditions ... very high standard of education ... high fees but ... range of scholarships available. Mostly boarding schools and not co-educational. All examinations, ... high rate of entrance to ... Oxford and ... Cambridge.

VII. Write a short text composition on the topic below. Write an introductory sentence, an explanatory middle and bring your text to a satisfying close.

TOPIC: Do you see more advantages or more disadvantages in your school-system?

school	connecting expressions
everybody can attend school	in the first place
requirements for entrance and passing qualifications	first of all
free of charge - no fees	in the second place
advantages - disadvantages	there is, there are
well-equipped	often - frequently
state and private school	in the past - at present
selective - non selective	still - yet
law capacity of universities	nevertheless

VIII. Supply the article if required and retell the jokes:

A.

Father "Why were you kept in at ... school?"

Son "I didn't know where ... Azores were".

Father "Well, in future just remember where you put ... things.

B.

Teacher "What have ... expeditions to ... North Pole and ... Good Hope Cape accomplished?"

Jimmy "Nothing except to make ... geography lessons harder".

C.

... six year-old Johnny, after his first day at ... school: I'm not going to that dumb school again. I can't read, I can't write and they won't let me talk. So what's ... use.

IX. Give the Romanian for:

1. Ask the ***way*** to the Registrar's Office, please! 2. He tries ***to make his way*** to the exit. 3. When I saw him he ***was taking his way*** to his tutorials. 4. Don't ***put me out of your way***. 5. He lives ***over the way***. 6. I ca't get in time because my place is a ***long way off***. 7. ***By the way***, don't put the luggage in my ***way***. 8. We couldn't catch him up, he ***was well on his way***. 9. ***On my way*** to the Academy, I lost my papers. 10. My schoolbag is ***in a bad way***. 11. You can get to Business-Chair Department ***by way*** of the main hall.

"I see you failed ethics three times.
Ever thought of going into politics?"

X. Translate into English:

a) România, Marea Britanie, S.U.A., Munţii Carpaţi, Dunărea, Piaţa Victoriei, Tamisa, Alpii, Olanda, Franţa, Italia, Europa, Asia, Africa, Orientul Mijlociu, Orientul Îndepărtat, Sud-estul Australiei, Sud-estul Europei, Regatul Unit al Marii Britanii.

1. Poţi cânta la pian dacă ştii să cânţi şi dacă ai talent. 2. Cu cât copilul este mai mic cu atât are nevoie de mai multă grijă. 3. Mergeam spre şcoală când l-am întâlnit. 4. Limba engleză nu este o limbă uşor de învăţat. 5. Deşi este tânăr este înţelept (wise) ca un om în vârstă. 6. Spre nord strada duce spre parc. 7. Cel de-al 3-lea capitol al cărţii este cel mai lung şi

poate cel mai interesant. 8. Este profesoară și-i place profesiunea aleasă. 9. S-a făcut economist ca să poată găsi o slujbă în întreprinderea noastră. 10. Nici un economist nu este atât de priceput ca tine.

b) Ultima Universitate fondată în Marea Britanie este un institut mic de acest gen (kind) "Open University". Așa cum îi sugerează și numele este deschisă tuturor. Studenții de la "Open University" nu sunt obligați să aibă vreo pregătire (qualifications) anterioară. Toți studenții urmează cursuri parțiale (part-time) și pregătirea se face prin intermediul (through the medium of) televiziunii și radioului, cu toate că sunt obligați să participe la un număr de ore practice (to receive personal tuition). Primii absolvenți au primit diplomele în 1973. Această universitate nu organizează (offer) cursuri post-universitare nici examene de doctorat.

UNIT 39

SHOPS AND STORES

Shops and stores, that is rooms or buildings stocked with merchandise for sale, have been in existence for many a century but over the past few decades they assumed an unprecedented extension and variety.

In broad lines, shops and stores can be devided into two main types of organization - the individual shop type organization and the multiple shop type organization. Individual shops specialize in selling handed goods while multiple shops are organizations where a large store owns a chain of shops which may be located in one town or spread throughout a district or a whole country. This type of orgnization, sometimes called a branch organization or a system of chain stores, stocks a variety of goods that usually confine themselves to one type of merchandise, such as groceries, clothing etc.

Department stores, which fall into the same category, sell everything from "budget dresses" to most expensive furs and electrical equipment. They are definitely a time-saving and the most common place where people do their shopping.

Finally, supermarkets specialize both in food and household goods, garments and other items, hypermarkets sell all kinds of goods from foodstuffs to furniture, glass and rejects, and megamalls which are by far the largest shopping centres.

All these multiple shops and stores operate on self-service system or self-selection system.

Large department stores also run a telephone order-and-delivery service.

There are specialized departments for all sorts of goods.

In the hosiery department we can find socks, stockings and gloves as well as underwear for men, women and children. Generally on the ground floor they sell haberdashery, perfumery, electrical appliances, sport goods, household goods and leather goods.

Then there is a yard goods department selling all-wool cloth, thick woollen cloth, thinner material for spring coats, dress materials of pure wool, silk, cotton and synthetic yarn fabrics.

In the ready-made clothes department there is a large assortment of men's suits (coats, waistcoats and trousers), ladies' afternoon and morning dresses as well as skirts and blouses.

For winter shopping there is a good selection of furs, fur caps and fur coats. A whole storey is sometimes taken up by the shoe department showing high-heeled shoes, low-heeled shoes, evening shoes, boots, sandals, strong leather shoes for men and slippers. They have every size in store. So if you drop in at a large department store you won't waste your time trying to buy anything you might need.

A What can I do for you?

T I'd like something smart-looking.

A Single-breasted or double-breasted?

T Show me a single-breasted in dark blue, please.

A Here is a two-piece dark blue, just your size. Will you try it on, please? You can change in the dressing booth to the right.

T I think the jacket is a bit broad in the shoulders and long in the sleeves, could it be altered?

A Certainly, all minor alterations are done in the shop free of charge.

T I'll take it. Would you mind making out the bill?

Tom paid the bill, hailed a taxi and went home.

"After deducting your coupons, you now own the store!"

VOCABULARY

organization [ɔ:gənai'zeiʃən] s. - organizație, organizare

to own, ed, ed [oun] v. - a avea în posesie

to spread, spread, spread [spred] v. - a răspândi, a întinde

throughout ['θru:aut] adv. - peste tot, de la un capăt la celălalt

branch [bra:ntʃ] s. - ramură, filjală

to stock, ed, ed [stɔk] v. - a depozita, a ține în stoc

to confine, ed, ed [kən'fain] v. - a se limita la

merchandise ['mə:tʃəndaiz] s. - marfă

groceries ['grosəriz] s.pl. - produse de băcănie

clothing ['klouðiŋ] s. - îmbrăcăminte

garments ['ga:mənts] s.pl. - confecţii
foodstuffs ['fudstʌfs] s.pl. - alimente
to purchase, d, d [pə:tʃəz] v. - a cumpăra, a achiziţiona
mall [mɔ:l] s. - alee, promenadă; aici centru comercial
department [di'pa:tmənt] s. - departament, serviciu, ramură, raion, secţie
item ['aitəm] s. - articol
to deliver, ed, ed [di'livə] v. - a livra, a elibera
delivery [di'livəri] s. - livrare
hosiery ['houʒəri] s. - magazin de tricotaje, de ciorapi
socks [sɔks] s. - ciorapi bărbăteşti, şosete
stockings ['stɔkiŋs] s. - ciorapi
glove [glʌv] s. - mănuşă
underwear ['ʌndəwɛə] s. - lenjerie de corp
haberdashery ['hæbədæʃəri] s. - (prăvălie de) mărunţişuri
perfumery [pə:'fjuməri] s. - articole de parfumerie, cosmetice
wool [wul] s. - lână, fire sau ţesătură de lână
silk [silk] s. - mătase
cotton [kltn] s. - bumbac
yarn [ja:n] s. - fir
assortment [ə'sɔ:tmənt] s. - sortiment
suit [sju:t] s. - costum
coat [kout] s. - haină
waistcoat [weistkout] s. - vestă
trousers ['trauzəz] s. - pantaloni
dress [dres] s. - rochie
skirt [skə:t] s. - fustă
blouse [blauz] s. - bluză
fur [fə:] s. - blană
cap [kæp] s. - şapcă, bonetă
shoe [ʃu:] s. - pantof
sandals ['sændəls] s. - sandale
boot [bu:t] s. - gheată, cizmă
slipper ['slipə] s. - papuc
size [saiz] s. - dimensiune, mărime, talie
smart [sma:rt] adj. - elegant; deştept
sleeve [sli:v] s. - mânecă
to alter, ed, ed ['ɔltə] v. - a schimba, a modifica
alteration [ɔ:ltə'reiʃn] s. - schimbare, transformare
bill [bil] s. - notă de plată
to hail, ed, ed [heil] v. - a striga, a chema
department store - magazin universal
consumer goods - bunuri de consum
telephone order-and-delivery service serviciu de comandă prin telefon
electrical appliances - aparate electrice
household goods - mărfuri de uz casnic
leather goods - produse din piele
yard goods - produse textile, metraje
all-wool cloth - stofă de lână 100%
synthetic yarn fabric - ţesătură din fire sintetice
ready-made clothes department - raion de confecţii
high-heeled shoes - pantofi cu tocul înalt
low-heeled shoes - pantofi cu tocul jos
evening shoes - pantofi de seară
in store - în stoc
what can I do for you? - cu ce vă pot servi
to try on - a proba
single-breasted suit - costum la un rând
double-breasted suit - costum la două rânduri
two-piece suit - costum fără vestă
three-piece suit - costum cu vestă

broad in the shoulders - larg la umeri
long in the sleeves - lung la mâneci
free of charge - gratis
to make out the bill - a face nota de plată
to hail a taxi - a chema un taxi
chain stores - lanț de magazine (magazine în lanț); filială a unei firme de magazine
individual shops - magazine mici de tip "boutique"
budget dress - rochie ieftină/după bugetul fiecăruia
electrical equipment - echipament electric
shopping mall - centru comercial
self-service system - sistem cu autoservire
self-selection system - sistem cu autoselecție

ADDITIONAL VOCABULARY

Answer the following questions using the additional vocabulary:

1. ***When and under what circumstances might one say or hear?***

Are you being served?
What size do you take in ...?
Anything else you'd like?
No, it's not what I want. Can you show me something different?
May I see this by daylight?
Let me look in the mirror.
I want a bag to match. What have you got in stock?
Do you take orders by phone?
I want to have it delivered to this address.
Would you like to pay now, or do you want it delivered?

2. ***In discussing the price when would you say?***

What is the price of?
How much is?
What do you charge for it?
Is that the same price?
Have you anything a little cheaper?
Is that the cheapest you have?
That's too dear. I can't afford it.
That quality is excellent for the price.
It's a bargain!
What's the cost including delivery?

3. ***Suppose you want to buy a present for your friend, what you select from?***

Jewellery:
bracelet;
brooch;
ring;
ear ring/ necklace.

Leather Goods:
belt;
bag;
handbag;
wallet;
gloves;
brief-case;

Household
goods
articles
effects
hardware
ironware
screw
door handle
gardening tools
spare parts
saucepan
frying-pan
kettle
pottery
casserole

Perfumery:
eau de Cologne;
lipstick;
nail varnish;
powder;
compact powder;
powder blusher;
foundation;
eye shadow;
eye liner;
shampoo;
conditioner;
night cream;
cold cream;
cleanser;
moisturiser.

Garments
ready-made clothes
ready to wear clothes
off-the-pegs
dress
evening dress
shirt
trousers
blouse
jacket
dinner jacket
tight
flared | skirt
pleated
socks
stockings
tights

Underwear
lingerie
slip
bra
panties
mantles
coats
spring coat
winter coat
fur coat
rain coat
mackintosh
drench coat
vest

4. *Where can you buy the goods listed below?*

knitted goods (knitwear)
haberdashery (Notions A.E.)
household goods
electrical equipment
stationary
cosmetics
leather goods (Marocco)
record department
jewellery
unisex department
budget dresses
lady-in-waiting
mother-to-be
maternity wear
layette
baby wear

GRAMMAR

THE PRESENT TENSE SIMPLE

Prezentul indicativ forma comună se folosește pentru a exprima:

Rules	Examples
I. O acțiune care are loc în prezent	You ***speak*** English much better than you did before. - Vorbești limba engleză mult mai bine ca înainte.
II. O acțiune obișnuită sau care se repetă în prezent.	I usually ***buy*** my shoes in this department store. - De obicei îmi cumpăr pantofi în acest magazin universal. We ***meet*** once a week and compare the results of our work. - Ne întâlnim o dată pe săptămână și comparăm rezultatele muncii noastre.
III. O acțiune care caracterizează permanent subiectul.	She ***likes*** to learn foreign languages. - Îi place să învețe limbi străine. The articles ***contain*** interesting information. - Articolele conțin informații interesante.
IV. Pentru a defini o acțiune cu caracter general sau un adevăr universal.	Light ***travels*** more quickly than sound. - Lumina se propagă mai repede ca sunetul.

Rules	Examples
V. Prezentul comun se folosește în locul prezentului continuu cu verbele care nu se folosesc la forma continuă (*to see, to hear, to understand, to like, to hate, to want, to own, to belong*, etc.)	I ***understand*** what you mean. - Înțeleg ce vrei să spui. They ***want*** to prove their knowledge of economics. - Doresc să dovedească cunoștințele lor în domeniul științelor economice. I ***see*** her coming. - O văd venind.
VI. Timpul prezent forma comună se folosește pentru a arăta o acțiune viitoare, când această acțiune este planificată sau anticipată. Prezentul are de asemenea această funcție cu verbele care exprimă mișcare ca: *to go, to come, to leave, to start*.	I ***am*** here all day tomorrow. - Voi fi aici mâine toată ziua. We ***leave*** for Sinaia tonight. - Vom pleca la Sinaia diseară. They ***come*** by the nine fifteen train. - Vor veni cu trenul de nouă și cincisprezece.
VII. Timpul prezent se folosește în locul prezentului perfect cu verbele: *to learn, to forget, to tell, to hear*.	I ***forget*** when he promised to call on us. - Am uitat când a promis că ne va vizita. I ***learn*** he has been there before. - Am auzit că a mai fost acolo.

THE PRESENT TENSE CONTINUOUS

Rules	Examples
I. Prezentul continuu arată o acțiune în curs de desfășurare în momentul vorbirii. Uneori momentul acțiunii este fixat prin adverbe de timp ca: *now, at the present moment*.	They ***are learning*** in the library. - Ei învață în bibliotecă. I am quite sure he ***is studying*** for his examinations now. - Sunt sigur că acum învață pentru examene.
II. Prezentul continuu exprimă uneori o acțiune ce caracterizează subiectul într-o anumită perioadă. Aceasta rezultă din context.	I am very busy at present. I ***am working*** on my diploma thesis. - Sunt foarte ocupat în momentul de față. Lucrez la teza mea de diplomă.
III. Prezentul continuu se folosește uneori pentru a exprima o acțiune viitoare.	The concert ***is starting*** in ten minutes. - Concertul începe peste zece minute. She ***is coming*** to stay with us for a fortnight. - Ea vine să stea cu noi două săptămâni.

EXERCISES

I. Answer these questions:

1. How can shops and stores be devided? 2. What do individual shops specialize in? 3. What are chain stores? 4. Which are the largest shopping centres you know? 5. What is a department store? 6. What can you buy in the hosiery department and in the ready- made clothes department? 7. What do you call the place where they sell textiles? 98. Do they accept orders by telephone? 9. Which is the biggest department store in Bucharest? 10. What is usually the opening time? And the closing time?

II. Give synonyms for:

department, garment, goods, selection, store, expensive, smart, wide, located, to own, to show, to buy,, to hail, to go round, to come back, a bit.

III. Fill in the blanks using the prepositions:

of	to	*from*	throughout	on	in

1. Department stores sell everything ... "budget dresses" ... most expensive furs and electrical equipment. 2. Hypermarkets sell all kinds ... goods ... foodstuffs ... furniture. 3. All multiple shops and stores operate ... self-service system or self-selection system. 4. Chain stores may be located ... one town or spread ... a district or a whole country. 5. There are specialized departments ... all sorts of goods. 6. ... the ready-made clothes department there is a large variety ... men's suits. 7. ... winter shopping there is a good selection ... furs. 8. I should like a double-breasted suit ... light brown. 9. You can change ... the dressing booth ... the right. 10. The jacket is a bit broad ... the shoulders.

IV. Ask as many questions as possible:

1. Individual shops specialize in selling handed goods while multiple shops are organizations where a large store owns a chain of shops which may be located in one town or spread throughout a district or a whole country.

2. The system of chain stores stocks a variety of goods that usually confine themselves to one type of merchandise.

3. Department stores are time-saving and the most common place where people do their shopping.

V. Complete the following using words and phrases from the text:

1. I like the model, but ... . 2. I'd like to see some ... . 3. I'd rather buy ... . 4. We have a very good selection of ... . 5. I'll pay ... . 6. I should like to have a look at ... . 7. Show me something ... . 8. The shop makes alterations ... . 9. This is too expensive for me, I'd like something ... . 10. I want a new pair of ... , the ones I have are rather worn. 11. She bought a skirt and a blouse... . 12. The shop assistant suggested ... .

VI. Explain the meaning of the following:

suit-length, dress-length, gift-shop, parcel, footwear, to match, to shrink, to suit.

VII. Translate into Romanian and use in sentences of your own the words and expressions in italics:

1. Don't buy the overcoat, its cut is ***out of fashion***. 2. The suits ***fits*** him well. 3. On Saturdays afternoon the department store is always very ***crowded***. 4. I don't think the colour ***becomes*** you. 5. The dress is made of light material for ***summer wear***. 5. I am afraid these shoes don't ***match***. 6. Each parcel was nicely ***wrapped up*** in paper. 7. I bought a blouse exactly my ***size***. 8. I hope it won't ***shrink***.

VIII. Replace the infinitives in brackets by the Present Indefinite Tense or the Present Continuous Tense:

1. She (to be) in the office at half past seven every day. 2. He (to come) to the enterprise now. 3. What he (to do) now? 4. He (to translate) the exercise. 5. My family (to live) in Bucharest. 6. He (to prefer) to do shopping in this department store. 7. She just (to leave) the reading room. 8. Where you (to go)? 9. I (to go) to the shoe department. 10. I (to meet) her every day on my way to the institute. 11. It (to get) dark, so we better (to stop) for the night. 12. He (to enjoy) working here. 13. We (to listen) to what he (to say). 14. I (to understand) what you (to mean). 15. He always (to borrow) books from this library. 16. I (to see) you are ready to start.

IX. Make the following sentences: a) interrogative

b) negative.

1. She likes to do her shopping in the morning. 2. This colour is the latest fashion. 3. This shop is always very crowded. 4. She prefers to wear ready-made dresses. 5. We are expecting some more ready-made clothes next week. 6. This department store runs a telephone order-and-delivery service. 7. You always buy cheap things.

X. Choose the best:

1. ***Which of the following characteristics of a self-service supermarket do you consider most necessary?***

a) a wide range of goods, display of goods on open counters, tinned foods, frozen foods, ready-packed foods, ready-weighed goods, ready bottled, price-marked goods.

b) hidden stock of goods, no check-out-point, no cash-desk, no shop-assistants, self-selection of goods.

2. ***Do you pack flour, sugar, rice, samoline, powder, milk in ...?***

a) bottles, jars, boxes, tubes,

b) packets, bags, tins.

3. ***What do you wear at a party?***

a) a fine woollen dress, a silk dress, a frock, a fancy dress, an evening dress,

b) makintosh, a uniform, a dressing gown, a blackwrap.

XI. Finish with a smile. Retell the jokes:

A.

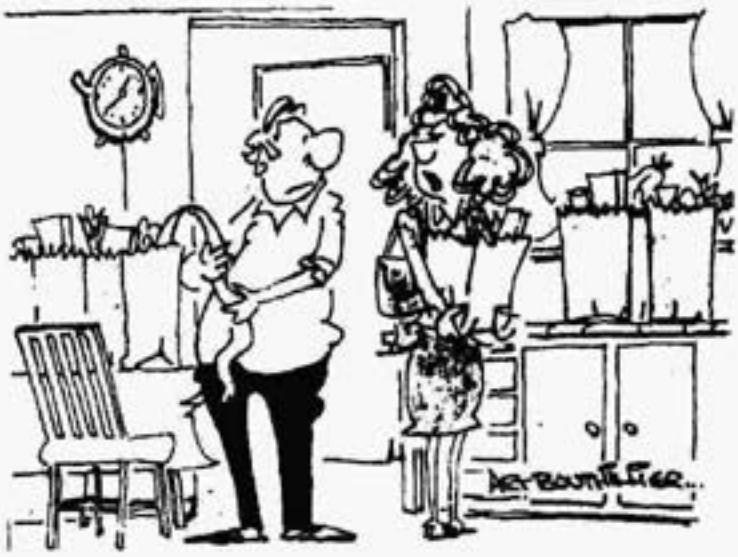
Husband "Why do you feed every tramp that comes along? They never do any work for you".

Wife "No", said she, "but it is quite a satisfaction to me to see a man eat a meal without finding fault with the cooking".

B.

She " I want a man to do odd jobs about the house, run on errands, one who never answer back and is always ready to do my bidding", explained a lady to an applicant for a post in the household.

He "You're looking for a husband, ma'am, not a servant!" said the seeker for work.



"You want to know where all the grocery money goes? Stand sideways and look in the mirror."

C.

Wife "I've been asked for a reference for our last maid. I've said she's lazy, unpunctual and impertinent (cheeky). Now can I add anything in her favour?"

Husband "You might say that she's got a good appetite and sleeps well".

XII. Translate into English:

a) 1. Încă studiază limbi străine. 2. Îmi aștept prietenii, trebuie să sosească curând. 3. Mă grăbesc să ajung la aeroport, nu vreau să întârzii. 4. Nu mă întrerupe te rog când lucrez. 5. Conferința începe în câteva minute. 6. Sunt foarte ocupat acum, lucrez la un referat. 7. Nu-mi place cum citește, trebuie să muncească mai mult. 8. Nu vine cu voi, este foarte ocupat. 9. Pleci? Nu, mai stau câteva minute. 10. Rareori reușesc să merg la teatru. 11. Lucrează în aceeași secție cu tine. 12. Folosește sistemul de comandă prin telefon? 13. Mărfurile se livrează la domiciliu. 14. Culoarea aceasta îți vine foarte bine. 15. Vreau să cumpăr o cravată să o asortez la costumul nou. 16. Preferi să-ți faci cumpărăturile dimineața când magazinele sunt mai puțin aglomerate? 17. Costumul este de bună calitate dar nu-ți vine bine.

b) Oxford Street se întinde (to run from) de la Oxford Circus la Marble Arch; este probabil cea mai renumită stradă pentru cumpărături din Londra. Aici se află cele mai mari magazine universale, cel mai mare este magazinul Selfridges, poate al doilea ca mărime din Londra. Apoi, este magazinul Marks & Spencer specializat în confecții, alimente și articole de uz casnic. John Lewis este un magazin excelent pentru aparate electrice de uz casnic și țesături. Chiar lângă stația de metro Oxford Circus (Underground) găsiți magazinul Wedgewood renumit pentru ceramică fină, porțelan, sticlărie și cadouri. O altă zonă comercială este Tottenham Court Road renumită pentru magazinele sale de mobilă și echipamente electrice hi-fi.

UNIT 40

ON HOLIDAYS

When speaking about holidays words like "package" and "all-in- price" become key words and therefore must be well understood. They mean that individual costs of accommodation, transport and perhaps excursions or trips or other activities are joined together, carefully planned to be bought as a complete "package".

Today all travel agencies are faced with an onslaught of would-be tourists, all clamouring for information, brochures, advance bookings and a guaranteed place somewhere in the summer sun at the sea or in the mountains.

Foreign travel cal also be a privilege for everyone; package tours and charter flights have made it possible for even large families "to get away from it all" and relax somewhere in different surroundings. But a hectic schedule prevents the package-tour tourist from wondering off on his own, and the eternal language barrier generally bars you from any contact with the nationals.

You would like to go on a package holiday to a foreign country with a group of people. You think this is an economical way of travelling, of doing some sight-seeing and getting to know the way of life in another country. You might be interested in museums, art galleries and old buildings. You would prefer to travel by coach because this is more economical.

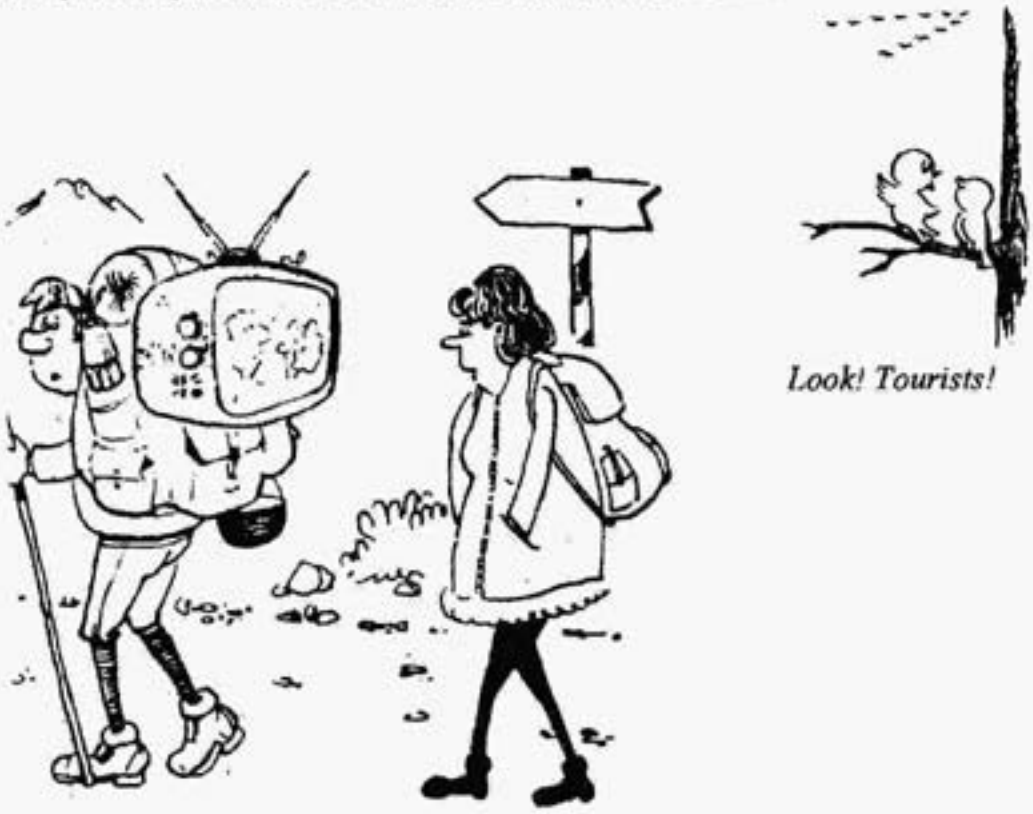
But suppose you are a busy business executive and you need a relaxing holiday. So, you would prefer to go to a holiday resort where you could swim, water-ski and do some fishing.

A short expensive holiday in a very good hotel would be better than a long cheap one. You'd rather travel by plane so as to save time. A travel agent can make all these arrangements for you. He will procure all of the necessary: ticket, plan the itinerary, arrange hotel accommodation, to have a rented car waiting at your destination, to get visas for the countries that require them.

You said you wanted a different kind of holiday. Perhaps you saw too many historic places and you wanted a rest from sightseeing.

You didn't want to see too many people and so you went to a holiday camp. That didn't mean sleeping and eating in tents. Organized camping sites offer facilities such as permanent buildings with showers and laundry rooms, as well as essential services. Sometimes there is equipment available ranging from sleeping bags, folding beds, cooking equipment, fold-up tables and chairs to tents and tent-trailers.

I myself dislike the idea of spending a holiday with hundreds of other people. I'd have a walking or a caravanning holiday; it is much cheaper. You can drive your car wherever you like and park it near a forest, close to a brook or a creek flowing near-by. There you can keep out of the scorching sun, sittimg under the branches of an oak or you can look at that lively scenery with wooded hills and mountains all around.



M. What would you say to camping on the other side of the brook close to the wood?

G. No objection. We might do a bit of angling there, listening to the babbling of the water...

A. ... and to the warbling of the birds overhead, to the soft restling of the leaves, to the cracking of the branches...

M. Well, you too may like the idea of climbing up the hill under the scorching sun.

G. Come on, we need a bit of stirring up.

A. Oh, no! I'm tired and hungry. We have been walking since early morning. It's high time we had a bite and a rest.

G. Quite right. Let's have it, it's so fine camping out in the woods.

VOCABULARY

holiday ['hɔlidei] s. - vacanța

package ['pækidʒ] s. - (aici) grup

key [ki:] s. - cheie, esențial

therefore ['ðɛefɔ:] prep. - de aceea

to understand, understood, understood [ʌndə'stænd, ʌnde'stu:d, ~] v. - a înțelege

to mean, meant, meant [mi:n, ment, ~] v. - a însemna, a spune

cost [kɔst] s. - cost

accommodation [əkəmo'deiʃən] s. - cazare, locuri într-un hotel

perhaps ['pəhæps] adv. - poate, probabil

excursion [iks'kə:ʃ(ə)n] s. - excursie

trip [trip] s. - călătorie, drumeție

to join [dʒɔin] v. - a îmbina (cu), a lega de, a împreuna

onslaught [ɔn'slɔ:t] s. - (aici) năvală, atac crâncen

to require [ri'kwaiə] v. - a cere.

to clamour ['kleimə] v. - a vocifera, a striga

brochure [br'əʃuə] s. - broșură

booking ['bukiŋ] s. -rezervare

to guarantee ['gærənti:] v. - a garanta

mountain ['mauntin] s. - munte

travel ['trævəl] s. - călătorie

foreign ['fɔriŋ] s. - străin, extern

privilege ['privilidʒ] s. - privilegiu

charter ['tʃa:tə] s. - avion închiriat pentru zbor cu ora

to relax [ri'læks] v. - a se relaxa

surroundings ['səraundiŋz] s. - împrejurime

schedule ['ʃedjul] s. - program

hectic ['hektic] adj. - (aici) agitat

to prevent [pri'vent] v. - a împiedica

to wander ['wʌndə] v. - a călători, a umbla din loc în loc

to bar [ba:] v. - a opri

barrier ['bæriə] s. - barieră, oprelişte

national ['næʃən(ə)l] s. - locuitor al unei ţări

economical [ikə'nɔmikəl] adj. - economicos

coach ['kəutʃ] s. - autocar

executive [ig'zekjutiv] s. - funcţionar superior

resort [ri'zɔ:t] s. - staţiune

expensive [iks'pensiv] adj. - scump

to await [ə'weit] v. - a aştepta

camp [kæmp] s. - tabără

convenience [kən'vi:niəns] s. - confort, condiţii

cabin ['kæbin] s. - cabină, baracă, colibă

to dislike [dis'laik] v. - a displăcea

cheap [tʃi:p] adj. - ieftin

forest ['fɔrist] s. - pădure

tent [tent] s. - cort

brook [bruk] s. - pârâu, gârlă

to flow, ed, ed [flou] v. - a curge, a se scurge

scorching ['skɔ:tʃiŋ] adj. - arzător, foarte fierbinte

to spread, spread, spread [spred] v. - a întinde

branch ['bra:ntʃ] s. - ramură

oak [ouk] s. - stejar

scenery ['sinəri] s. - decor

wooded ['wu:did] adj. - împădurit

hill [hil] s. - deal

to camp [kæmp] v. - a campa

babbling ['bæbliŋ] s. - susur

warbling ['wɔ:bliŋ] s. - ciripit

rustling ['rʌsliŋ] s. - foşnet

creacking ['kri:kiŋ] s. - scârţâit

leaf [li:f] s. - frunză

stirring ['stə:riŋ] s. - mişcare

bite [bait] s. - gustare

all-in-price - totul cuprins în preţ

package-tour - călătorie turistică în grup

would-be tourist - turist potenţial

to be faced with - a se confrunta cu

advance booking - rezervări anticipate

to get away from it all - a pleca şi a le lăsa pe toate

in the mountains - la munte

you would prefer - ai prefera

travel agent (agency) - agenţie de turism

to rent a car - a închiria un autoturism

to perform a service - a face un serviciu

to save time - a economisi timp

to save worry - a scuti de grijă

to get a visa - a obţine o viză

folding bed - pat pliant

camp-site - camping

tent-trailer - rulotă

VOCABULARY PRACTICE

Answer the following questions using the additional words:

1. ***Which do you prefer?***
to ramble in the woods;
to climb up the mountains;
to saunter in the valleys.

2. ***Which do you like better?***
to go to the seaside;
to walk through leafy woods;
to lie down on the beach.

3. ***Which do you prefer?***
to go bathing in the stream;
to go boating;
to hunt for mushrooms and blackberries;
to pitch your tent.

4. ***Where do you want to find accommodation?***
in comfortable chalets and villas;
in bungalows or in private houses;
in motels and hotels;
in holiday camps.

5. ***What kind of holidays can you have? What kind of people are likely to go each of these?***

(at) the seaside
(in) the mountains
a walking holiday
a foreign travel holiday
(at) a health resort
a caravanning holiday
a package-tour travel

energic young people
old-aged people
middle-aged people
sick people

6. ***What advantages do package-holidays offer concerning...?***

transport (cheap)
accommodation (comfortable)
board (varied, cheap)
cost (lower)
entertainments (multiple)
night amenities (available)

7. ***What are the advantages of going on holiday during the off-season months?***

flexible holidays
lower cost holiday
relaxed atmosphere
ease of moving around

8. **What sounds can you hear in the country side?**

babbling of the water
warbling of the birds
bleating of the goats
cracking of the branches
splashing into the water
splattering dash
rustling of the leaves
tolling of the bells

GRAMMAR

THE PAST TENSE

Toate verbele regulate formează ***Past Tense*** adăugând terminația - ***ed***. Pronunția terminației ***-ed***:

Reguli	Exemple
1. ed [id] când verbele se termină în d sau t.	want - wanted [wɔntid] benefit - benefited wade - waded
2. ed [t] după sunete surde.	talk - talked [tɔ:kt] dance - danced work - worked
3. ed [d] după sunete sonore.	play - played change - changed study - studied

THE USE OF THE PAST TENSE SIMPLE

Reguli	Exemple
1. Past Tense exprimă o acţiune trecută terminată, care nu are legătură cu prezentul.	We always ***had*** our holidays in the mountains. - Întotdeauna ne făceam vacanţele la munte.
2. Exprimă o acţiune care are loc într-un moment precis din trecut.	I ***had*** a hike a month before. - Am făcut o drumeţie acum o lună. I ***met*** him in a holiday camp two days ago. - L-am întâlnit într-o tabără de vacanţă acum două zile.
3. Exprimă o acţiune care are loc în cursul unei perioade terminate, exprimată prin adverbe de timp definit ca: ***yesterday, last night, last week***, etc.	We ***did*** quite a lot of angling last summer. - Am pescuit destul de mult vara trecută. We ***pitched*** our tent yesterday. - Am ridicat cortul ieri.
4. După ***"when"*** se foloseşte întotdeauna Past Tense când acţiunea are loc în trecut.	***When*** George ***passed*** my tent I was spreading the picnic cloth. - Când George a trecut pe lângă cortul meu, eu întindeam pătura.
5. Pentru a exprima o acţiune repetată în trecut folosim: ***used + inf***; ***would + infinitiv***.	We ***used to go*** hiking. - Obişnuiam să mergem în drumeţii. We ***would spend*** our holidays in the mountains. - De obicei petreceam vacanţa la munte.
N.B. Used to - neg.: didn't use to/usedn't to	

THE USE OF THE PAST TENSE CONTINUOUS

Reguli	Exemple
Trecutul aspectul continuu a) exprimă o acţiune în desfăşurare care continuă, un eveniment brusc;	As I was getting into the car, I ***noticed*** a note on the windscreen. - Când mă urcam în maşină am observat un bilet pe parbriz.
b) exprimă o acţiune în desfăşurare întreruptă de un eveniment brusc;	I was packing my bag when suddenly the phone ***rang***. - Împachetam când deodată telefonul a sunat.
c) exprimă o acţiune/stare în desfăşurare în timpul căreia se întâmplă ceva.	While I was living in the mountains, I ***learnt*** to ski. - În timp ce locuiam la munte am învăţat să schiez.

EXERCISES

I. Answer the questions:

1. What does package and "all-in-price" trip mean? 2. Why are all travel agencies faced with an onslaught of would-be tourists? 3. What would you like to do when you go on a package holiday in a foreign country? 4. If you are a busy business executive where would you prefer to spend your holiday? 5. What sorts of arrangements can a travel agent make for your package tour? 6. Who will get your passport visas? 7. What are the merits and the demerits of a package tour holiday? 8. Why did you go to a holiday camp last year? 9. What facilities are the tourists offered in organized camp-sites?

II. Give the Past Tense Simple of the following verbs:

to give, to speak, to become, to understand, to mean, to join, to plan, to buy, to be, to get, to sit, to say, to go, to make, to await, to see, to spend.

III. Find the definition (1-7) for each of the words (a-g) below:

a) a package holiday/tour	1. to sell a holiday package including travel hotels and food
b) to package holidays	2. place to live
c) pay package/salary package	3. holiday or tour where the hotel, travel and meals are all included in the price
d) accommodation	4. salary/pay and other benefits offered with a job
e) accommodation address	5. an agent making arrangements for a travel and is paid by commission
f) travel agent	6. person in a business who takes decisions or manager or director
g) executive	7. address to receive messages which is not the real address

IV. The following words are missing. Complete the text.

key, ***like***, therefore, package, accommodation, together, trips, planned, for, agencies, faced with, on his own, schedule, from, to, on, more economical, by, would-be.

1. The words ***like*** "package" and "all-in-price" become ... words and ... must be well understood.

2.They mean that the cost of ..., transport and ... are joined ..., carefully ... to be bought as a ... .

3. To-day all travel ... are ... an onslaught of ... tourists, all clamouring ... information.

4. But a hectic ... prevents the package tour tourist ... wandering off ... .
5. You would like to go ... package holiday ... a foreign country.
6. You would prefer to travel ... coach because this is ... .

V. Fill in the blanks with the required verbs at the required Past Tense Simple or Countinuous.

a) 1. Mrs. White started packing at two o'clock yesterday. She finished packing at five o'clock.

At three o'clock Mrs. White ... (to pack) ....

2. Father turned on the radio at eight o'clock yesterday evening. He turned it off at ten o'clock.

At nine o'clock father ... (to listen) ... to the radio.

3. I started visiting the museum at a quarter past three yesterday. I finished visiting at six.

At twenty past five, I ... (to visit) ... .

4. Bill left home at eight o'clock yesterday morning. At nine o'clock he arrived in London.

What ... Bill ... (to do) ... at half past eight?

5. Bill and Alice went to lie on the beach at half past two. They went back to the hotel at half past six.

What ... they ... (to do) ... at three o clock?

They ... (to lie) ... on the beach.

6. I was waiting for the bus from eight o'clock to ten past eight.

At five to eight the wind blew off my hat.

The wind ... (to blow) my hat while I ...(to wait) for a bus.

b) YESTERDAY: I'm going to book accommodation here.

I ..... to book accommodation there, but there wasn't any.

LAST WEEK: We are going to buy a package tour.

We ..... to buy a package tour, but we didn't have enough money.

YESTERDAY: I'm leaving for London at twelve.

I ..... London at twelve, but I couldn't book a flight ticket.

LAST WEEK: He's sleeping in a tent.

He ..... in a tent but the weather was very bad.

VI. Choose the right answer:

1. What did you do when your husband called?
   - I put the book down.
   - I was reading a book.

2. What was Tom doing while Bill was fishing?
   - He sat on the bank and waited.
   - He was swimming in the river.

3. The door bell • rang • was ringing at about eight o'clock. It was Tom.

4. When he • was calling • called, I • read • was reading a book, but I • put down • putting down my book, and • was going • went to make a cup of coffee for him • for him a cup of coffee.

5. Alice • visited • was visiting her mother at that time, and I never know where • she puts anything • does she put anything.

6. First, I • wasn't finding • couldn't find the coffee and I spent ten minutes looking • at • for it. Then, when • I've • I'd found it. • I couldn't find • wasn't finding the coffee-pot.

7. When I • went back • was going back into the lounge, it was half past eight.

8. Tom looked • at • for the clock.

"What • did you do • were you doing in the kitchen • at • all that time?" he asked me.

"I • made • was making coffee for you", I • told • said him.

VII. Tick the correct answer

	wasn't	didn't	wouldn't	
1. John won't sleep in the tent. He said he	•	•	•	come.
2. You aren't too late for the trip. He said I ...	•	•	•	too late.
3. "He isn't working". He said he ...	•	•	•	working.
4. "I don't like travelling". He said he ...	•	•	•	travelling.
5. They won't phone. She said they ...	•	•	•	phone.
6. She isn't listening. He said she ...	•	•	•	listening.
7. "I hate holidays". He said he ...	•	•	•	holidays.
8. "I never read papers". He said he ...	•	•	•	papers.
9. "We don't know him". We said we ...	•	•	•	know him.
10. "We won't stay late". He said he ...	•	•	•	stay late.

VIII. Choose the correct tense, Past Simple or Past Continuous.

1. The weather was very bad. It was • raining • rained hard, and everyone • walked • was walking along the street under umbrellas.
2. All the cars • moved • were moving very slowly, and some of the drivers • decided • were deciding to park until the rain • finished • was finishing.
3. I was • wearing • wore a raincoat but,
4. I • was becoming • 've become very wet.
5. The water • was running • ran accross the road very fast.
6. I • was putting • put up my umbrella, but that • was not • did not stop the rain from running down my back.
7. She • wore • was wearing her glasses, but she • didn't see • wasn't seeing the notice.
8. They still • waited • were still waiting for their drinks when the pub • closed • was closing.
9. • Did • Was Alice wearing a coat when you saw her? No, she • didn't • wasn't wearing a coat.
10. • While • When the boy broke the window, I was sitting in the lounge.
11. Tom usedn't to go on a trip, • did he • didn't he ?
12. • Usedn't • Didn't you to work in my office?
13. He used to go on holiday in September • used he • didn't he ?
14. • Didn't • Usedn't that man to be a taxi-driver?
15. We used to like camping, • didn't we • did we ?

IX. Change it into the past and remember the synonyms "bloom, blossom and flower".

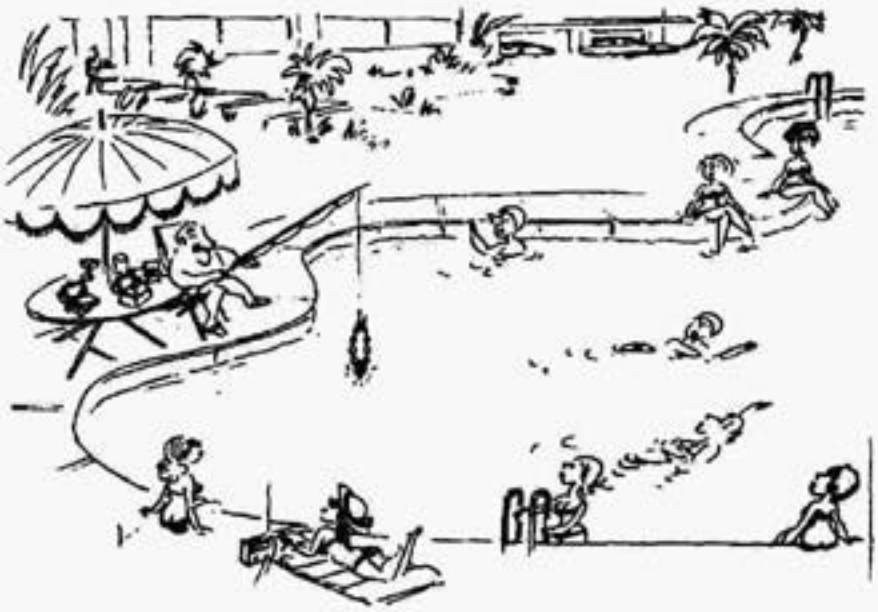
Flower is the ordinary working word. Strictly speaking bloom (noun and verb) refers to the flower as itself the ultimate achievement of a plant, and blossom (noun and verb) to the flower as promising fruit.

Thus roses are said to be in bloom, apple trees in blossom. On the other hand neither bloom nor blossom but flower would ordinarily be used for fruiting busher and small fruiting plants: the gooseberries or strawberries in a garden would be said to be in flower. All three nouns have figurative uses: "in the flower of her beauty", "the bloom of youth".

XI. Finish with a smile

Read and retell the story:

This fellow was in a barber's chair. He told the barber he was going to England, France, Italy and that he had an individual audience with the Pope. The barber told him he was wasting his time. "England is cold and damp and their food is not good. In France the taxi drivers are mean to tourists and the accommodation is not good. You know about the trouble in Italy - politics - strikes and terrorists. And for getting an audience with the Pope, the chances are 10,000 to 1". He is back in the same chair: "You were wrong", he told the barber, "the skies were sunny in England and the food was good. No trouble with the taxi drivers in France and accommodation was good. We were treated well in Italy and I did have an individual audience with the Pope. As I leaned over to kiss his ring, he said to me: "Where did you get that awful haircut?"



XII. Translate into English:

a) 1. Ei n-au plecat în excursie ieri. 2. Când tu ai venit ea citea. 3. L-am cunoscut acum trei ani. 4. N-am văzut marea nici muntele anul trecut. 5. Când ai întins cortul? 6. Câți pești ai pescuit când te-am văzut la râu? 7. Obișnuiați să mergeți în concediu cu mașina? 8. De obicei luam cu noi mai multă mâncare în excursii. 9. Întotdeauna dormeam la cabană când mergeam la munte. 10. Ieri am umblat toată ziua. 11. Ieri el nu mai pescuia, frunzele nu

mai foşneau, ramurile copacilor nu mai scârţâiau, numai râul curgea liniştit. 12. Se duce în excursie în toate sâmbetele. Nu se duce în excursii în fiecare zi. Nu obişnuia să se ducă în excursii în fiecare zi. 13. A deschis sticla. Când a deschis sticla, a folosit tirbuşonul (corkscrew). A deschis sticla, folosind un tirbuşon. 14. A întors cheia în broască. Când a întors cheia, a încuiat uşa. A întors cheia în broască (lock) încuind uşa. 15. A citit cartea. Când a citit-o, a învăţat foarte mult din ea. A citit cartea, învăţând foarte multe lucruri din ea. 16. Am plecat în călătorie. Când am plecat am lăsat părinţii acasă. Am plecat, lăsând părinţii acasă. 17. Agenţiile turistice organizează excursii, călătorii în grup sau cu servicii plătite, atât în ţară cât şi în străinătate. Cine doreşte să-şi petreacă concediul în străinătate poate solicita serviciile unei asemenea agenţii turistice. Prin agenţie se va obţine viza turistică necesară călătoriei. Când veţi solicita unui agent turistic să vă organizeze o asemenea vacanţă va trebui să specificaţi numele dumneavoastră, vârsta şi cetăţenia. De asemenea veţi include în formular numele ţării pe care vreţi să o vizitaţi, data plecării, data sosirii, mijlocul de transport cu ce clasă vreţi să călătoriţi precum şi o sumă aproximativă pe care vreţi să o cheltuiţi.

"That's your driver's license. I want your pilot's license."

b) 1. Munţii Carpaţi reprezintă 1/3 din suprafaţa României. 2. Astăzi aceşti munţi cu toată frumuseţea lor sunt locuri minunate de odihnă activă. 3. Iubitorii de munte au posibilitatea să facă excursii, să practice sporturi de iarnă, să se odihnească în hoteluri şi cabane confortabile. 4. Delta Dunării este un punct atractiv, flora şi fauna sa oferă turiştilor bogăţii incontestabile. Plaja ce se întinde de-a lungul Mării Negre şi marea albastră sunt o invitaţie de a petrece vacanţe însorite de neuitat.

UNIT 41

LIGHTS GO DOWN AND CURTAIN GOES UP

One can find theatres for all tastes, some prefer opera, ballet performances, concerts or serious dramatic productions; other enjoy musical comedy and shows of this sort with their catchy tunes and funny interludes.

There is also a great choice of variety programmes running at different theatre halls, clubs and restaurants in the evening. Variety shows, music hall, jazz musicals and floor-shows which are very popular with the public at large generally draw capacity crowds.

A variety programme is built on various turns: singing, dancing, skits pantomime, burlesque, etc. Such revues are much to the compere whose duty is not only to present the actor"s to the public but also to make jocular comments and giving his own acts.

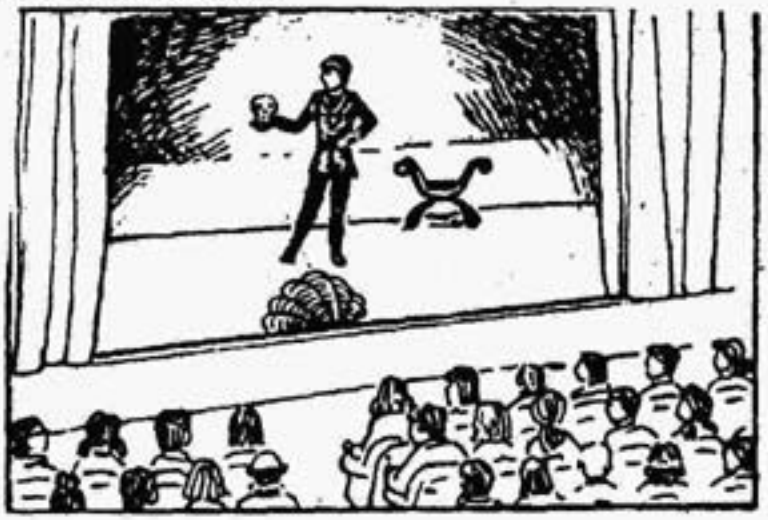
The circus is another kind of entertainment which is loved almost by everyone. "Performing" animals is one of the main features of a circus programme.

When the sound cinema came into being, a famous cinema-producer said: "With the cinema obtaining the power of speech, I can state that theatre will die in the nearest future". But the theatre not only managed to survive, but became still more popular than it used to be.

So you're in Bucharest, and you want to go to the theatre. You choose your play, you go straight to the box office where you are presented with a seating plan. Once you have your ticket you will go through the crowds in the foyer and into the hall and find your seat, Row 18 No.6. You'll have no time to be annpoyed, because the lights dim and the curtain rises.

The leading actor dominates the stage despite the sound effects and the props used by the stage designer.

The success of the performance is the result of a hard work, a play lives a long life before it makes its appearance on the stage.



WHAT SEATS SHALL I BUY?

S. I want four seats for Saturday, please.

C. Matinee or evening performance?

S. Evening, please.

C. Well, you can have seats in Row 2.

S. Oh, no! It's near the orchestra-pit. My wife can't stand loud music.

C. Then take some seats in the pit.

S. That won't do either. My father-in-law is terribly shortsighted.

C. Well, perhaps, you'd care to take a box?

S. No, it's too expensive.

C. Dress-circle then?

S. I don't like it.

C. The only thing left is the gallery, sir.

S. How can you suggest such a thing? My mother-in-law is a stout woman with a weak heart.

Well, I think we'd much better go to the movies.

VOCABULARY

curtain ['kə:tn] s. - cortină

theatre ['θiətə] s. - teatru

ballet ['bælei] s. - balet, teatru

performance [pə'fɔ:məns] s. - (aici) spectacol, reprezentație

show [ʃou] s. - spectacol

stage [steidʒ] s. - scenă

funny [fʌni] adj. - amuzant,plăcut

turn [tə:n] s. - număr de program

skit [skit] s. - parodie, satiră

pantomime ['pæntəmaim] s. - pantomimă

revue [ri'vju:] s. - revistă

to owe [ou] v. - a datora

compere ['kɔmpɛə] s. - comper, prezentator

to choose, chose, chosen [tʃu:z, tʃouz, tʃouzən] v. - a alege

play [plei] s. - piesă

straight ['streit] adv. - direct.

seat [si:t] s. - loc

row [rou] s. - rând

to rise, rose, risen [raiz, rouz, rizn] v. - a crește, a se ridica

despite [di'spait] prep. - în ciuda, cu tot/toată/toate

props [prɔps] s. - recuzită

to stand, stood, stood [stænd, stud, ~] v. - (aici) a suporta, a rezista

pit [pit] s. - stal II

shortsighted ['ʃɔ:tsaitid] adj. - miop

box [bɔks] s. - (aici) lojă

expensive [iks'pensiv] adj. - scump

stout [staut] adj. - solid

weak [wi:k] adj. - slab

duty ['dju:ti] s. - obligație, datorie

taste ['teist] s. - gust

jocular ['dʒɔkjulə] adj. - glumeț, umoristic

own [oun] adj. - propriu

circus ['sə:kəs] s. - circ

entertainment [entə'teinmənt] s. - distracție, amuzament

feature ['fi:tʃə] s. - trăsătură, caracteristică

producer [prə'dju:sə] s. - (teatru) regizor; (cin.) producător de filme; (A.E.) director de teatru; director de producție

power ['pauə] s. - putere

speech [spi:tʃ] s. - vorbire

to state [steit] v. - a afirr, a declara

to die [dai] v. - a muri

to manage ['mænidʒ] v. - (aici) a reuși

to survive [sə'vaiv] v. - a supraviețui

catchy tunes ['kætʃi 'tju:nz] - melodii atractive

variety programme [və'raiəti 'prougræm] - program de varietăți

floor-show ['flɔ:ʃou] - spectacol de estradă

the public at large - marele public

to give one's own acts - a juca propriul rol

box office ['bɔks'ɔfis] - casă de bilete

to go through the crowd ['gouθru: ðə'kraud] - a străbate prin mulțime

to be annoyed [≈ ə'nɔid] - a se plictisi

the lights dim [≈laits ≈] - luminile se micșorează

the leading actor ['li:diŋ 'æktə] - actorul principal

sound effects [saund i'fekts] - efecte sonore

stage designer [=' dizainə] - scenograf

orchestra-pit ['ɔ:kistrə =] - fosă

dress-circle [dres'sə:kl] - balcon I

VOCABULARY PRACTICE

Answer the following questions using additional words:

1. ***What sort of theatres do you know?***

opera and ballet theatre;
musical comedy theatre;
puppet theatre;
children theatre;
drama theatre (playhouse);
variety theatre;
touring company;
sitcom (situation comedy).

2. ***Describe a theatre hall:***

stage;
foot lights;
setting;
the boxes;
stalls;
curtain;
toplights;
orchestra stalls;
exit;
dress-circle.
the wings;
pit;
the upper circle;
the cloak-room;

3. ***What persons are busy in staging a play?***

actor, actress;
stage director;
ballet-dancer;
understudy;
setting designer;
prompter;
usherette;
producer;
stage manager;
comedian;
playwright;
choreographer;
stage hand;
theatre-goer.

4. ***How was the production (the play, the comedy, the film, etc.)?***

brilliant — it ran to a full house
thrilling — curtain call followed curtain call
splendid — it moved the audience to tears
lovely — there was a storm of applause when the curtain fell

funny — the public kept on laughing
bad — I felt like walking out
boring — the public began leaving the hall after the first act

5. ***What theatres and Opera Houses will you advise me to see in London?***

The Royal Opera House (Covent Garden), — (the home of the national opera and ballet receiving subsidies from the British Government)
The Saddler's Wells, — a branch of Covent Garden Opera Trust
The Carl Rosa, — one of the oldest opera organizations in Britain
Old Vic, — one of the most prominent and famous dramatic companies in Britain
Drury Lane — the oldest of London's drama theatres (1663)

6. ***Do you enjoy going to concerts of:***

chamber music;
symphony concerts;
recital or variety concerts?

7. ***Use the following words or phrases in describing a concert you have recently been to:***

connoisseur;
make one's debut;
clamour for encores;
the best item in the programme;
play under the baton of;
applaud;
give an encore;
masterly technique.

8. ***What kind of films do you like best?***

feature-films;
full-length films;
trailers;
documentary;
travelogues;
"Who done it" films;
cartoons.

GRAMMAR

THE FUTURE TENSE SIMPLE

The Use of the Future Simple

Reguli	Exemple
1. Viitorul simplu exprimă o acțiune care se va petrece după momentul vorbirii. Viitorul simplu se folosește destul de restrictiv în limba engleză.	
a. La forma afirmativă se folosește când exprimă o acțiune viitoare neplanificată.	***She'll be pleased*** to see you tomorrow. - Îi va face plăcere să te vadă (cândva) mâine. ***We'll all be dead*** in 3001! - Cu toții vom muri în 3001. ***I'll know*** the answer after his telephone call. - Voi afla răspunsul după convorbirea telefonică cu el.
b. Viitorul simplu se folosește când vorbitorul face o promisiune sau o ofertă fermă.	***I'll be on*** time. I won't be late. Voi fi la timp, nu voi întârzia (promisiune). ***I'll deal with*** it as soon as the office is open. - Mă voi ocupa de aceasta de îndată ce se va deschide biroul (promisiune). ***I'll carry*** your case for you. - Îți voi duce geanta. ***I'll buy*** you a ticket before Monday. - Îți voi cumpăra bilet înainte de luni (ofertă).
2. Este foarte important să reținem folosirea viitorului simplu la interogativ.	
a. Exprimă o ofertă.	***Shall I*** help? - Să te ajut? ***Shall I phone*** him for you? - Să-i dau eu telefon în locul tău?
b. Exprimă o sugestie	***Shall we increase*** the price? - Să creștem prețul? ***Shall we go*** to the theatre tonight? - Să mergem la teatru diseară?
c. Exprimă o acțiune care cere un sfat	What ***shall we do***? ***Shall we buy*** the ticket now or tomorrow? - Ce să facem? Să cumpărăm biletul acum sau mâine?

Reguli	Exemple
d. Exprimă o invitație	***Will you have a drink*** with us? - Vei bea ceva cu noi? Vrei să bei cu noi? ***Will you join*** us to the theatre? Vrei să vii cu noi la teatru?
e. Exprimă o solicitare, o cerere	***Will you make sure*** the letter is ready by tonight? - Vrei să te asiguri că scrisoarea este gata până diseară? ***Will you phone*** mother at 9:00 a.m.? - Vrei să o suni pe mama la orele 9:00 dimineața?
N.B. Când folosim "shall" și "will" nu ne gândim la o acțiune viitoare. Ne interesează mult mai mult dorințele sau buna voință a vorbitorilor.	
3. Viitorul nedefinit nu se folosește după: ***when, till, until, before, after, as soon as,*** când acestea introduc propoziții circumstanțiale de timp și după ***if, whether*** când aceste conjuncții introduc propoziții condiționale. În aceste cazuri se folosește prezentul.	***You will go*** for a walk in the weather is fine. - Vei merge la plimbare dacă vremea e frumoasă. As soon as you ***buy*** the ticket ***you 'll be able*** to enter the cinema hall. - De îndată ce vei cumpăra bilet vei putea intra în sala de cinema.

The Use of the Future Continuous Tense

Reguli	Exemple
Viitorul continuu exprimă: 1. O acțiune în curs de desfășurare la un moment dat în viitor. Momentul dat în viitor poate fi exprimat printr-un adverb definit de timp sau o locuțiune adverbială de timp definit care vine să precizeze momentul.	This time ***next Thursday we shall be listening*** to George Enescu's concert. - Joia viitoare la această oră vom asculta concertul lui George Enescu.
a) ***in 5 minutes***; ***at 3 o'clock***; ***at night***; ***at noon***; ***this time next Friday, week, month***; ***by then***; ***by that time***, etc.	***All the time tomorrow*** he ***will be playing*** the violin. - Toată ziua de mâine va cânta la vioară. ***He will be playing*** tennis at Wimbledon on 26th August next summer. - Va juca tenis la Wimbledon la 26 august vara viitoare.
b) sau printr-o altă acțiune viitoare exprimată printr-o propoziție circumstanțială de timp sau condițională.	When they come back I ***shall be reading*** the new play. - Când se vor întoarce eu voi citi noua piesă.

Reguli	Exemple
2. O acţiune viitoare stabilită dinainte. În acest caz viitorul continuu poate fi înlocuit cu prezentul continuu.	What ***will*** you ***be doing*** on Sunday? - Ce vei face duminică? I ***shall be watching*** T.V., ***reading*** the new book or ***cooking***. - Voi urmări programul la T.V., voi citi noua carte sau voi găti.
3. O presupunere referitoare la o situaţie prezentă.	She'***ll be wondering*** why I failed to come to the movies. - Se va întreba de ce n-am reuşit să vin la cinema. They'***ll be asking*** why the producer treated the play like that. - Se vor întreba de ce regizorul a înţeles piesa aşa.
4. Pentru a exprima două acţiuni simultane, în curs de desfăşurare în viitor, folosind viitorul aspectul continuu sau viitorul aspectul comun în propoziţia principală şi prezentul aspectul comun sau prezentul aspectul continuu în propoziţia circumstanţială de timp.	While they buy (are buying) tickets for the show ***we shall be having*** (shall have) our coffee at the snack bar. - În timp ce ei vor cumpăra bilete pentru spectacol noi vom lua cafeaua la bufetul express. While he is singing the song I'***ll be listening*** quietly. - În timp ce el va cânta cântecul eu voi asculta liniştită.

EXERCISES

I. Answer these questions:

1. What theatre do you prefer? 2. Is there an opera house in your town? Talk about it. 3. Do you want to know the contents of the play before seeing it on the stage? 4. What seats do you generally book when you go to the theatre. 5. What kind of theatre do you know? 6. Which seat is cheaper, a stall seat or a box? 7. What are variety shows? 8. What kind of turns can you watch at the circus? 9. What plays by William Shakespeare are staged in our country?

II. Supply synonyms of the following:

musical comedy, public at large, to draw, music hall, capacity crowds, jocular, feature, power, to manage, to state, to become popular, the lights dim, the curtain goes up, performance, to obtain, famous.

III. Fill in the blanks with "to entertain, entertaining, entertainment, entertainments":

1. Whom are ... at dinner? 2. I didn't find this play very ... . 3. He will ... you during the interval. 4. He told the story again, as good ... of the company. 5. Do you know any place of ...?

IV. Choose the correct word:

a) raise, rise

1. The curtain ... to a full house. 2. When we went the public ... to applaud. 3. There was a storm of applause when the curtain was ... . 4. It was very noisy and the prompter had to ... his voice.

b) stage, scene

1. The ... was so touching that I began to cry. 2. The actor was told to go on the ... in the second act. 3. The play consists of three acts and five ... . 4. Our seats were very near the orchestra-pit so we could see the ... well.

V. Fill in the gaps with one of the following words:

pit, orchestra stall, upper circle, boxes, dress circle, row, orchestra pit, producer, circles, audience

1. The long ... of chains on the ground floor of the auditorium in front of the stage are called ... and ... . 2. The stalls and the pit are surrounded by ... . 3. There are also some ... encircling the auditorium on three sides. 4. The lowest of them coming above the boxes is called ... and the highest (somewhere near the ceiling) is called ... . 5. In most theatres the seats for ... are separated from the stage by ... . 6. The treatment of a play, the style, the production, the training of the performers depend on the ... .

VI. Make one sentence out of two sentences, using "when":

Example: Mary will go to town. She'll buy movie seats.
When Mary goes to town she'll buy movie seats.

1. John will go to the floor-show. He'll take a bus. 2. My father will come to the concert. He'll bring my little cousin with him. 3. We'll go to the circus. We'll see a lot of animals. 4. He'll go to a symphony concert. He won't be disappointed. 5. You'll leave. I'll be lonely.

VII. Say what does the future in the sentences below express?

	I've/He's decided	It's certain	I'm offering	I'm asking you to/I agree/refuse to
1. I'm going to buy a ticket for the play.	•	•	•	•
2. You'll see the sea in a minute.	•	•	•	•
3. The boss will leave at 8:30.	•	•	•	•
4. He's going to change his job.	•	•	•	•
5. He'll ask me about my son.	•	•	•	•
6. You are going to write to Tom tonight.	•	•	•	•
7. He'll arrive at four o'clock.	•	•	•	•
8. I'll be fifty five on Friday.	•	•	•	•
9. I'll turn off the lights.	•	•	•	•
10. I'll have this letter tomorrow.	•	•	•	•
11. I'll answer the phone.	•	•	•	•
12. I'll bring you some soup.	•	•	•	•
13. Will you do this for me?	•	•	•	•
14. They won't take me to the play.	•	•	•	•
15. Work harder - or you'll get a sack.	•	•	•	•
16. The car won't start.	•	•	•	•
17. Who'll lend me a pen? I will.	•	•	•	•

VIII. Fill in the blanks with Future Simple or "going to".

I'VE DECIDED

1. We've decided to buy a new car in spring!
   We ... buy a new car in spring.
2. Tom's decided to take Linda to a play.
   Tom ... take Linda to a play.
3. My friends decided to catch the 8:00 train.
   My friends ... catch the 8:00 train.

IT'S CERTAIN THAT

1. Spring ... come soon.
   Every spring we sit in the garden.
   We ... sit in the garden in the spring.
   It ... the 23rd tomorrew.
   It's Tom's birthday. He ... be thirty-nine.

2. I'm going to see my mother on Friday.
   My mother ... be pleased to see me.
3. Is your watch broken? Take it to Mr. Cape.
   Mr. Cape ... charge you very much.

I'M OFFERING TO

1. The phone's ringing.
   ... answer it.
2. I need a hammer.
   ... get you one.
3. It's raining.
   ... lend me an umbrella.
4. It's hot in here.
   ... open the window.
5. The bath's dirty.
   Is it? ... clean it.

I'M ASKING YOU TO

I AGREE/REFUSE TO

1. ... help me to carry these boxes?
   Yes. I ... .
2. ... send me these photos?
   Yes. I ... .
3. ... type this letter for me?
   Yes. I ... .
4. ... lend me a pen?
   John ... .
5. John refuses to get up.
   John ... .
6. The car refuses to start.
   The car ... .
7. They refuse to pay me.
   They ... .
8. I've never seen a play, but ... .
   I ... a play one day.
9. He's never been abroad, but ... .
   He ... abroad one day.

10. Can we go to the theatre Dad?

Not now, I haven't time.

We ... sometime.

11. Work harder or ... .

... lose your job!

12. Behave better or ... .

... send you to bed.

IX. Put the verbs in the brackets in the future (simple or continuous):

1. I (to play) the scene until you (stop) me. 2. We (to have) to put the coat in the cloack room before the play starts. 3. We (go) inside as soon as the bell goes. 4. While the actors play, I (watch) them. 5. Tomorrow at three o'clock we (to listen) to the new piano concert. 6. All the time next week we (learn) for the coming examination. 7. What they (to sing) in the next variety show? 8. While we are in the stalls the compere (to give) his acts. 9. The singer (to sing) while the dancers (to dance).

X. Fill in the blanks with the required future tense or present tense and retell the story.

HIGH HOPES

One morning a country girl was walking to town carrying a pail of milk on her head. She was thinking:

"When I (to get) to town I (to sell) the milk. After I (to sell) the milk I (to buy) a dozen of eggs. I'm sure that out of these eggs I (to have) a dozen of chickens.

As soon as I (to sell) the chickens I (to buy) a beautiful blue dress that (to match) with my blond hair and my blue eyes.

When I (to put) on my dress I (to walk) along the High Street of the village. When people (to see) me, they (to say): "What a pretty girl and what a beautiful dress she has got on!" When I (to hear) such words I (to say) nothing but I (to give) a shake of my head". And here she gave a shake and down went the milk, the eggs, the chickens, the beautiful blue dress and her high hopes.

"That's Marie's «frequent talker award» from the phone company"

XI. Read Henry's day. Choose the correct tense (simple future or future continuous). Retell the story.

Henry's a taxi driver. Tomorrow will be the same as most days for him. He'll • get up • be getting up at seven. He'll • be starting • start breakfast at half-past seven. At twenty to eight, he'll • have • be having breakfast. He'll • set off • be setting off in his taxi at nine o'clock. He'll • work • have worked until one o'clock.

At ten o'clock, he'll • drive • be driving his taxi. Then, at one o'clock he'll • be having • have a sandwich and a cup of tea. He'll • buy • be buying a paper, and • he'll read • he'll be reading it from half-past one to two o'clock. At a quarter to two, • he'll read • he'll be reading it. He'll be • drive • driving his taxi all afternoon. At seven • he'll be • he'll stop for dinner. • It'll be taking • it'll take him half an hour to eat his dinner. At a quarter past seven • he'll be eating • he'll eat it. After dinner, • he'll be having • have a rest for an hour. At eight he'll • be having • have a rest.

Then he'll • be going out • go out again in his taxi.

XII. Make up short conversations:

What can you say of	the National Theatre?		
	the Odeon Theatre?		
	the Shakespeare Memorial Theatre?		
	Old Vic?		

Oh, it's one of the best	drama	theatres	I ever attended.
	opera		I have been to.
	ballet		I have heard of.
	operetta		I know.
	puppet		
	variety		
	show		

What will you advise me to see?

I'd recommend you to see	King Lear	at	Old Vic.
	Pygmalion		the National Theatre.
	Swan Lake		Covent Garden.

Is it a good	production?
	performance?
	show?
	play?

Oh yes, it is (was) brilliant.
simply splendid.
quite popular with public.
too funny for words.
thrilling.
boring.
dull.
disappointing.

Is it easy to get tickets for this performance/show?
You can get tickets only beforehand.
It's advisable to book tickets in advance.
You can pick up a ticket at the entrance.
It's next to impossible to get tickets for it.

XIII. Finish with a smile

A. "I have a hair raising story".
"Tell it to some bald headed man".

B. "Why do you always call your wife "Honey", Mr. Brown?
"Well, honey has always disagreed with me".

C. "Why is it easier to be a clergyman than a physician?"
"Because it is easier to preach than to practise".

"Let's leave early to avoid the crowd that leaves early to avoid crowd."

"Doris! The bird in the hand is here."

XIV. Translate:

1: Ce fel de teatre cunoaşteţi? 2. Aveţi operă în oraşul dumneavoastră? 3. Ce spectacol de teatru aţi văzut ultima dată? 4. Spectacolul a fost nemaipomenit, piesa s-a jucat cu sala plină. 5. În unele ţări europene găsim două tipuri de trupe de teatru. Sunt teatre care angajează artişti pentru stagiuni (stage production) speciale şi teatre care au directori, personal şi artişti angajaţi permanent. De exemplu, faimoasa operă italiană La Scala nu are soliști permanenţi (staff or solists). Punerea în scenă (staging) a unui spectacol mare necesită angajarea (hire) de cântăreţi celebri din întreaga lume. Acest principiu are cu siguranţă unele avantaje. Are de asemenea şi dezavantaje. Care ar putea fi acestea? 6. Vei merge tu la teatru săptămâna aceasta? 7. Vor fi ei la intrarea teatrului când noi vom ajunge acolo? 8. Te va ajuta plasatoarea să-ţi găseşti locul? 9. Vei mai vedea o dată filmul acesta? 10. Va trebui să plecăm mai devreme ca să ajungem înainte de începerea spectacolului. 11. În timp ce tu ve citi programul eu voi privi sala. 12. Înainte ca spectacolul să înceapă vom vizita expoziţia. 13. Ce vei face mâine la ora zece? 14. Vineri seara voi urmări piesa la televizor. 15. În timp ce ei vor lua bilete pentru teatru noi vom cumpăra noile cărţi apărute. 16. Teatrele pun în scenă piese reprezentative scrise de dramaturgi clasici şi moderni. 17. Maturitatea artistică a teatrului nostru se reflectă într-un repertoriu bogat şi printr-un joc de scenă de înaltă clasă. 18. Prima proiecţie de film în public a avut loc în 1895 la Paris. 19. Primele filme româneşti au fost realizate în 1897. 20. Deşi nu exista nici un studio cinematografic şi tehnica era improvizată, în perioada 1923-1930 s-au creat 25 de filme.

UNIT 42

MULTIPLE SERVICE SHOPS

One can hardly imagine the street of a modern city without scores of service shops. They have made their appearance with the emergence of new districts in the towns of our country.

We very often apply to the household articles repair shops with plumbers and electricians, locksmiths, glaziers and carpenters among other workmen for the repair of a refrigerator, a TV set, for an out of order lock, for a broken window pane, for leak in the wash tub, etc.

When some clothes in the house need repairing or pressing, you will take them to the tailor's who will mend tears or make them some alterations: he will lengthen or shorten them, he will take them in or let them out.

The hairstylist's is open all the week round, to have a hair do, or a perm, a fine manicure, a chiropody or a skin treatment.

The cobbler's is always at your service when your shoes are down at heels and at soles and they want heeling, soling and tapping, otherwise they won't last long.

Other service shops frequently visited are: the laundry shop where your bed linen is laundred and pressed; the dyers' where your clothes are dyed from one colour to another; the dry cleaner's where the stains are removed and your jacket is cleaned and well pressed.

Often your car is short of gas, then you stop at the filling station to have your tank filled.

Sometimes you go to the photographer's to have your photo taken. You can have several snapshots in full or half length, in full face, profile, sitting or standing.

Skilled people are employed in this sphere of services raising the standard of the services rendered. Our service industry is continuously increasing selling high quality tourist services.

FLASHES OF CONVERSATION

Mrs. A. "What are you going to do this afternoon, Jack?"

Mr. H. "I guess I'll go out. I want to have my watch set right. It is quite fast and only the watchmaker can fix it".

Mrs. A. "If you have to go out call at the umbrellas repair shop, my new umbrella doesn't want to open, it needs repairing. And by the time the repairman has fixed it you can buy a zipper for my dress in the shop next to his."

Mr. H. "And what are you going to do in the meantime?"

Mrs. A. "Try to be back to dinner. I shall have cooked a good mixed salad before you come".

AT THE HAIRSTYLIST

— Good afternoon, madam. Take a seat, please. I'm at your service.

— I want my hair dyed, washed and waved.

— Very well, ma'am. What colour do you want it dyed?

— I believe light straw will do. It's in fashion now, isn't it?

— It's up to you, ma'am. This colour will become you, though we can make a good job of any colour. And what wave would you prefer, permanent or cold wave?

— Cold wave, please. No oil before washing, washing with both soap and shampoo, and just a sprinkle of spray afterwards, to keep it faster.

— Good. Your hair will have been done in about one hour and a half.

AT THE COBBLER'S

— What can I do for you, sir (madam)?

— My shoes are down at heels and I want them tapped. Besides, there's a nail hurting me.

— Let me have a look. Well, I can do all you say, but if I were you I'd have new soles put on, otherwise they won't last long.

— Are they as bad as that? In case it doesn't take much time...

— They'll be ready tomorrow.

AT THE TAYLOR'S

— Could you possibly see what you can do to my suit?

— Why, certainly, sir. Will you put it on, please.

— I wanted it altered a little having in mind to adjust it to my new size.

— Let me have a look... Oh, I must take it in at the shoulders and let out in the seams at the waist.

— That's all? Then I'll let it with you.

VOCABULARY

multiple ['mʌltipl] - multiplu

appearance [ə'piərəns] s. - înfățișare, aspect.

emergence [i'mə:dʒəns] s. - ivire, apariție

district ['distrikt] s. - cartier

to apply [ə'plai] v. - a apela

plumber ['plʌmbə] s. - instalator (apă, canal)

locksmith ['lɔksmiθ] s. - lăcătuș

glazier ['gleiziə] s. - geamgiu

manicure ['mænikjuə] s. - manichiură

tailor ['teilə] s. - croitor

alteration [ɔ:ltə'reiʃən] s. - modificare, transformare

to lengthen ['leŋθən] v. - a lungi

to shorten ['ʃɔ:tən] v. - a scurta

chiropody [ki'rɔpədi] s. - pedichiură

cobbler ['kɔblə] s. - cizmar, cârpaci

carpenter ['ka:pintə] s. - dulgher, tâmplar

to repair [ri'pɛə] v. - a repara

refrigerator [refridʒə'reitə] s. - frigider

lock [lɔk] s. - broasca de la ușă

leak [li:k] s. - scurgere

to press [pres] v. - a călca

to mend [mend] v. - a repara

tear [tɛə] s. - ruptură

hairstylist ['hɛə'stailist] s. - coafor

perm [pə:m] s. - permanent

umbrella [ʌm'brelə] s. - umbrelă

to fix [fiks] v. - a repara

zipper ['zipə] s. - fermoar

service shops - ateliere/ magazine de servicii pentru populație

household articles /items - articole de uz casnic

sole [soul] s. - talpă

to last [la:st] v. - a dura, a ține

linen [linin] s. - pânză, olandă, (aici) lenjerie, albituri

dyer [daiə] s. - vopsitor

to dye, dyed, dyed [dai, daid, daid] v. - a vopsi

stain [stein] s. - pată

to remove [ri'mu:v] v. - a îndepărta

tank [tænk] s. - rezervor

photographer [fə'tɔgrəfə] s. - fotograf

snapshot ['snæpʃɔt] s. - instantaneu

drawback ['drɔ:bæk] s. - neajuns

step [step] s. - (aici) măsură

to guess [ges] v. - a crede, a ghici, a bănui

watchmaker ['wɔtʃmeikə] s. - ceasornicar

out of order lock - o broască stricată

window pane [pein] s. - geam

wash tub ['wɔʃtʌb] - cadă de baie

to take in - a strâmta

to let out - a lărgi

to have a hair do - a se coafa

to have a perm - a-și face părul permanent

your shoes are down at heels - pantofii tăi s-au tocit la tocuri

laundry shop ['lɔndri =] - curățătorie chimică

filling station [filiŋ =] - stație de benzină

in full face [= feis] - din față

service industry ['sə:vis 'indəstri] - industria serviciilor

to get rid of - a scăpa de, a elimina

VOCABULARY PRACTICE

1. ***Where can you have your***

hair dressed?
watch cleaned?
film developed?
fountain-pen repaired?
shoes repaired?
linen washed?
jacket altered?

2. ***What kind of service shops do you know?***

personal service shop;
beauty parlour;
house of fashion;
cleaner's and dyer's shop;
shoemaker's;
inquiry office;
lost property office;
everyday repairs;
fountain-pen repairs.

3. ***How do you call a person whose trade is***

to make clothes;
to make controls or repairs of electric wiring appliances and machinery;
to dye;
to repair locks;
to cut and dress women's hair;
to set a watch right.

4. ***What do your shoes want if they are worn out?***

want heeling;
want tapping;
want cleaning;
want soling;
want creaming;
want new laces.

5. ***State the services rendered by the following people:***

hairdresser	tailor
barber	photographer
shoeblack	watchmaker
cobbler	repairman
shoemaker	manicurist

6. ***Where can you find the ... ?***

beauty parlour	is	just round the corner
hairdresser's		downstairs
shoemaker's		across the street
laundry		next door to the hotel
everyday repairs		in the house over there
watchmaker's		but two steps from here
dry-cleaner's		at the end of this street

7. ***Use the following verbs naming the related services***

to press	to cut
to mend	to shave
to sew (sewed,sewn)	to shampoo
to dye	to repair
to remove stains	to shine
to darn	to tap
to alter	to heel
to lengthen	to take a photo
to shorten	to develop
to turn	to clean
to dress smb's hair	to enlarge

GRAMMAR

THE NEAR FUTURE

I. Viitorul apropiat

Be (present)	about to	Main verb (simple)
He is El este	about to gata	wash să spele
El este	pe punctul	de a spăla

II. Viitorul intenției

Be (present)	going to	Main verb (simple)
She is Ea	going to (she has decided) intenționează are de gând	have a perm să-și facă permanent

III. Viitorul intenției însoțit de expresii de timp

Present + Main verb (ing-Form)	Future Time Expression
He is coming Intenționează să vină She is having her manicure Are de gând să-și facă	later mai târziu two days from now manichiura peste două zile

IV. Viitorul probabil tradus prin ***"trebuie"***, ***"e vorba"***, ***"urmează să"***.

Be (present)	Main verb (long infinitive)	Time Expression
He is El (urmează) trebuie	to come să vină	tomorrow mâine

V. Viitorul intenției, promisiunii și hotărârii se exprimă cu ajutorul verbelor ***shall***, ***will*** + inf. scurt al verbelor de conjugat.

Shall exprimă promisiunea, avertismentul sau o amenințare (la pers. II și III sing. și plural).

You ***shall have*** a new coat. - Vei avea o haină nouă (promisiune).

Will exprimă intenția, hotărârea (pers. I sing. și plural).

I ***will not (I won't) let*** you wash. - Nu te voi lăsa să speli (hotărâre).

THE FUTURE PERFECT TENSE
(Viitorul perfect)

Rules	Examples
Viitorul perfect exprimă a) O acţiune care se va efectua înaintea unui anumit moment din viitor sau înaintea unei acţiuni viitoare.	He ***will have done*** his translation by this time tomorrow. - El o să termine traducerea până mâine la această oră. The tailor ***will have sewn*** the buttons on before you are here. - Croitorul o să coasă nasturii până ce vei veni.
b) probabilitatea unei acţiuni sau stări terminate fie în trecut fie în viitor. În acest caz se traduce printr-o construcţie cu adverbul probabil.	She ***will have heard*** the name: it is so famous. - Probabil că a auzit acest nume: este atât de celebru. I ***shall have read*** in the newspaper about him. - Probabil că am citit în ziar despre el.

FUTURE PERFECT SIMPLE

It	takes 'll take took 's taken	me him us them Mike my friend Mrs. Scott these women	to	clean his room read the book write the letters buy all the food finish the work get the tickets
The letter The parcel		a month a week		arrive

In	ten minutes' forty minutes' an hour's two days' a week's	I/you he/she 'll we they . have my father Tony will my parents the workmen	finished the work painted the room written the letter bought a car gone home phoned heard news had dinner reached Italy
By	five o'clock half-past nine, tomorrow morning next Friday		

FUTURE PERFECT CONTINUOUS

In	ten minutes' forty minutes'	time	I/you he/she we/they my son	'll	waiting reading watching	for	an hour two hours
	two days' a week's		.	have been			
On Next	Friday Sunday		Jenny our friends	will	living there working there		ten years six months

When	they	finish the work	they	'll have been	doing it	for	two months
	my friends	reach New York			travelling		six weeks
	the Browns	move			living here		

EXERCISES

I. Answer these questions:

1. What services are offered by the laundry? 2. Where do you have your hair done or cut? 3. What services are available at the photographer's? 4. Why do you go to the cobbler's? 5. Who are at your services if you apply to a household articles repair shop? 6. Is the tailor making new suits only? 7. What service shops are nearest to your home? 8. Why do clients prefer to have their things fixed while they wait? 9. What services can a hairstylist offer?

II. Give synonyms for:

appearance, service establishments, to mend, to be down at, frequently, to launder, to press, to get rid of, to render a service, altogether, continuously, needs cleaning, in the meanwhile, to be durable, to be up-dated, what can I do for you?

III. Agree to the recommendation of your partner in the way shown below:

Model: You must go to the tailor and tell him to shorten your trousers.

— Yes, I must have my trousers shortened.

1. You must go to the watchmaker and tell him to clean your watch. 2. You must go to the dry-cleaner's and ask them to remove the oil stains. 3. You must go to the cobbler's shop and ask them to heel your old brown shoes. 4. You must go to the photographer and tell him to enlarge the picture of your mother. 5. Go to the hairstylist and tell him to cut your hair as short as possible.

IV. Express your request in the way shown in the model below:

Model: — I shall re-type this document, sir.

— When shall I have it re-typed, Miss Jane, I want it re-typed right now.

(by 4 o'clock, by Friday).

1. I can mend these shoes, sir. 2. I shall develop all your films. 3. We shall press your dress, ma'am. 4. I shall fix your watch by all means, sir. 5. We shall repair your washing machine, madam. 6. We shall wash your laundry, you needn't worry, madam. 7. I shall fix the tap by all means.

V. Fill in the blanks with "will" or with "going to" preceded by the appropriate form:

1. She ... have a hair do. 2. Jack ... go to the tailor's this week. 3. When I go to the beauty parlour I ... have a skin treatment. 4. I ... help you with your hair do. 5. The cobbler ... be heelling your shoes while you are waiting.

VI. Put the verbs in brackets in the Future Indefinite, the Future Continuous or the Future Perfect Tense:

1. I hope she (to fill) the tank by 6 o'clock. 2. The watchmaker (not to work) after 6 o'clock p.m. 3. The dry cleaner (to finish) the cleaning of my jacket by that time. 4. She (to go) away by this time tomorrow. 5. They (to open) a new laundry shop in our street next year. 6. At what time you (to be here)? 7. What you (to press) at 9 o'clock a.m.? 8. I (to press) my husband's shirts.

VII. Fill in the gaps with one of the following words:

down, at, heels, at, filling, short, short, at, shop, work, out

1. The cobbler is always ... your service. 2. Your shoes are ... at your ... and ... soles. 3. When your car is ... of gas, you stop at the ... station. 4. If you go ... call ... the umbrellas repair ..., my umbrella doesn't ... .

VIII. Complete the sentences below with the corresponding words.

A suit	if crumped,	has (have) to be ....
Shoes and boots	if worn down,	
Woolen clothes	if stained	
Dresses	if shrunk,	
Clothes	if out of fashion	
A coat	if torn	
A button	if come off	
Sleeves	if very long	
An electric vacuum cleaner	if out of order	

IX. Identify the services, trades and activities connected with the tools and articles given below:

scissors; brush; needle; a red of tread; thimble straight razor; sewing machine; iron; comb; measure; sprayer; hammer; nail; camera.

X. Give a piece of good advice:

Model: — Woollen clothes often shrink when they are washed.

— That is why I advise you not to wash your pullover.

1. This fabric does not dye well. 2. Cheap shoes soon wear out. 3. All the buttons on this coat have become loose. 4. This cloth tears easily. 5. Rayon crumples more easily than natural silk. 6. Cotton fabrics fade easily. 7. I think this suit must be altered.

XI. Put the verbs in brackets into the Future Perfect Tense or the Present Perfect Tense.

Model: 1. You (mend) it by 5 o'clock.

2. I'll stay till you (mend) it.

Answer: 1. You'll have mended it by 5 o'clock.

2. I'll stay until you have mended it.

1. The coat will look like new as soon as the stains (remove). 2. When I (do) four years,I'll decide in what branch I'll specialize. 3. They (finish) repairing the shoes by the time we get there. 4. If you (still not type) it by 9 o'clock, I'll wait for another hour. 5. I'll have to go as soon as I (tell) him. 6. You (hear) that he has got a new car. 7. The dress (to be let out) by then.

XII. Scan the text for the answer to the questions below it.

HOW TO LOOK LIKE A MILLION WITHOUT SPENDING A FORTUNE

You can look like a million dollars on an everyday budget, say two top fashion experts.

"Looking like a million dollars doesn't mean spending a lot of money - it simply means looking classy".

Here are some tips:

✔ Put colors together correctly. If you wear a particular color at your waist or below it, wear the same color above your waist. If you wear red shoes, for example, add a red handkerchief in your jacket pocket. Or polish your nails a bright red and add bright red lipstick.

✔ Use clothes for more than one purpose. A coatdress, for example, can be worn as a dress when it's buttoned down the front and belted. Or you can wear it as a duster coat when it's opened to the waist and belted over another dress.

✔ Choose your fabrics carefully. Look for fabrics that don't wrinkle, like silky polyesters and blends.

"Some natural fabrics like cotton, linen and silk wrinkle so badly that you don't look quite so rich. You'll never look rich in corduroy or jeans. Stick to simple classic lines in good, non- wrinkle fabrics".

✔ Wear classy-looking jewelry that has style. Buy one-of-a-kind pieces from artists at crafts fairs or boutiques - they're usually affordable and eye-catching. Also, try wearing one piece of jewelry several different ways. If you really want to make an impression, wear just one big piece of jewelry.

✔ Buy classic pumps and you'll always look rich. Choose three-inch heels in basic colours, like *taupe, navy, gray* or *black*. To dress up a pump for evening wear, add an inexperisive rhinestone bow or ribbon.

✔ Carry a good leather *tote bag* in black or a neutral color, such as gray or *taupe* - and don't overstuff it. Keep everything inside well organized. "It's difficult to look like a million dollars if your handbag looks like it's carrying everything in it, including the kitchen sink."

✔ Have your hair trimmed and shaped every six weeks.

✔ Makeup is a must - but keep it simple and natural. During the day, wear a subdued eye color like *taupe*. In the evening, add more of the same color. "Never wear too much makeup". "It makes you look cheap, not classy."

1. What means looking like a million dollars?
2. What tips can help you to look like a million dollars on an everyday budget?
3. How can you put colours together correctly?
4. Say how can a coat-dress be used for more than one purpose?
5. What kind of fabrics must you choose to look classy?
6. What kind of jewelry gives you style?
7. How can your hair and make up help you to look classy?

XIII. Finish with a smile

Read and retell these jokes:

Client I want a suit made. But very fast if possible.

Tailor It will be ready in a month.

Client In a month? God created the whole world in a week.

Tailor In a week you say. And you like it?

"Don't you agree that time is the best healer?"

"He may be - but he is certainly no beauty specialist".

"Honesty, Ellen, you're so organized!"

"Good as new, eh? That means I'll probably see you again next week."

XIX. Translate into English:

a)

1. Ai să pleci acasă imediat. 2. Îţi spun că sunt hotărât să mă fac instalator, orice ai spune. 3. Are să-l strângă haina dacă n-o duce la croitor să o lărgească. 4. Vom fi sigur acolo la timp, nu-ţi fie teamă. 5. Probabil că ai văzut o casă de modă. 6. Trebuie să plătiţi pentru reparaţiile făcute la maşină. 7. Trebuie că ai mai încercat asemenea pantofi. 8. Până când

te vei întoarce voi călca toate rufele și voi termina curățenia în apartament. 9. După câte înțeleg vei veni mai târziu. 10. Sper să te întâlnesc până voi pleca în concediu (to take my leave). 11. Voi lucra câteva ore înainte ca tu să vii să mă ajuți. 12. Când te vei întoarce acasă vor fi două săptămâni de când te aștept. 13. Ai de gând să citești toată noaptea? 14. Până la sfârșitul săptămânii viitoare ei vor fi zugrăvit apartamentul iar ei vor trimite și mobila cea nouă. 15. Am dat la curățat haina ta în carouri (chequered) săptămâna trecută și trebuie să fie gata acum. 16. De o vreme ceasul meu întârzie, l-am dus la ceasornicar să-l repare. 17. Aș dori de asemenea să-l verifice, să-l pună la punct. 18. Vrei, te rog să mă ajuți să schimb roata? Am avut o pană.

b)

Cosmetica diferă de la țară la țară - conceptul (concept) de frumusețe nu este același. Femeile din unele triburi africane își rad părul în timp ce în alte țări părul este principalul element al frumuseții. În zilele noastre cosmetica este acceptată peste tot, este un lucru normal să vezi o femeie machindu-se în public (making up).

Ce credeți despre regulile și metodele cosmeticii moderne? Depinde oare frumusețea și atracția (attractiveness) unei femei de cosmetică?

UNIT 43

BANKS - THEIR FUNCTIONS AND SERVICES

In a free market economy banks play an important role as institutions designed to accept and protect money deposited by individuals and businesses. The functions performed by banking institutions are twofold:

- to enable depositors to open either a savings account or a checking account;
- to loan money to interested investors on a short-term or long- term basis.

To carry into effect these two basic functions banks are adapted to a variety of circumstances so as to render their depositors and other clients the services they require.

Some banks, for instance, apart from paying interest to their depositors, pay cheques issued by depositors and invests part of the assets for profit. Other banks specialize in making loans or granting credits for the purchase of land and land-mellioration.

A bank may have the capacity to act as trustee under the truster's will. In such a case, it will look through the contents of the safe-deposit box, make an inventory of the assets and keep track of the transaction position permanently.

Other services banks may render are brokerage services, by helping their clients reinvest the proceeds they obtain in stocks or other kinds of securities.

Commercial banks perform such services as granting credits, making payments, lending funds at interest to borrowers etc.

All of these services, which are rendered on a commission basis, are designed to make a profit for the shareholders of the banks. In practical terms, profit is made primarily from interest and from commission. In a modern free market economy the whole range of financial insitutions operating in the banking sphere do not keep most of the money they receive.The bulk of their capital is allowed to move in other economic spheres such as industry, agriculture, transports and communications etc. The little cash they have on hand only serves to pay customers who withdraw money on a given day.

To enjoy the confidence of its clients and to perform reliable and profitable financial transactions any bank must meet the requirements of one basic principle which is that of creditworthiness.

Depositor I'd like to open an account with your bank, if you please.

Bank clerk Yes, sir. How much money would you like to deposit?

Depositor It's not a considerable amount, just US$ 500. Is it acceptable to you?

Bank clerk It's quite all right. According to our rules, you should maintain a minimum balance of $100 at any time.

Depositor I see. What interest do you pay and on what balances?

Bank clerk We practice an interest of 4 percent on balances above $200. Considering the amount you are depositing you will be entitled to interest.

Depositor May I also get a check book?

Bank clerk We don't issue check books as money from your deposit may be withdrawn either by you personally or by any person you will indicate.

Depositor Are there any special conditions for withdrawing money?

Bank clerk None at all. The operations are all computerized. However, you should bear in mind that we charge a commission of 1 percent of the amount you like to withdraw.

VOCABULARY

to perform, ed, ed [pə:'fɔ:m] v. - a efectua, a face

to deposit, ed, ed [di'pɔzit] v. - a depune la o bancă, a încredința spre păstrare sau fructificare

deposit [di'pɔzit] s. - depozit în bancă, bani depuși la bancă, depunere

depositor [di'pɔzitə] s. - deponent, depunător

assets ['æsets] s.pl. - activ, fonduri

interest ['intrist] s. - dobândă, procent

to loan, ed, ed [loun] v.- a da cu împrumut

loan [loun] s. - împrumut

to provide, ed, ed [prə'vaid] v. - a da, a furniza

cheque [tʃek] s. - cec

to issue, ed, ed ['isju:] v. - a emite, a pune în circulație

to invest, ed, ed [in'vest] v. - a investi

investment [in'vestmənt] s. - investiție

will [wil] s. - testament; voință

inventory ['invənntri]s. - inventar

trustee [trʌs'ti:] s. - curator, tutore

security [si'kjuriti] s. - titlu de valoare

shares [ʃeəz] s. - acțiuni, titluri de valoare

stocks [stɔks] s. - pachet de valori, de acțiuni

to grant, ed, ed [gra:nt] v. - a acorda

savings ['seiviŋz] s. - economii

repayment [ri:'peimənt] s. - restituire (a unei sume)

to lend, lent, lent [lend, lent, ~] v. - a da cu împrumut

to borrow, ed, ed ['bɔrou] v. - a lua cu împrumut

borrower ['bɔrouə] s. - împrumutător

to withdraw, withdrew, withdrawn [wiðdrɔ:, wiðdru:, wiðdrɔ:n] v. - a retrage

creditworhiness ['kreditwə:ðinis] s. - credibilitate

reliable [ri'laiəbl] adj. - demn de încredere, sigur

revenue ['revinju:] s. - venit, rentă

intermediary [intə:'midjəri] s. - intermediar legal și financiar

savings account - cont de economii

checking account - cont bancar din care se pot trage cecuri, cont cu cumă limitată

short-term - termen scurt

long-term - termen lung

to make loans - a efectua împrumuturi

land-mellioration - îmbunătățiri funciare

interest rate - rata dobânzii

to make a decision - a lua o hotărâre

VOCABULARY PRACTICE

Answer the following questions using the additional words below:

1. ***When dealing with accounts, what must you be familiar with?***

- account book
- accounts receivable
- to keep accounts
- to settle an account
- accounts payable
- current account
- to open an account
- to pay on account

2. ***When speaking of value, what categories must you have in mind:***

- actual value
- effective value
- exchange value
- rateable value
- value in use
- aggregate value
- estimated value
- face value
- value in exchange

3. ***Of the various banking operations and related documents, can you name some:***

- bank bill
- bank-note
- bank transfer
- bank payment order
- bank rate of discount
- bank loan
- bank book
- bank commission
- bank pass book

GRAMMAR

THE PRESENT PERFECT SIMPLE

Perfect compus forma comună se folosește pentru a exprima:

Rules	Examples
I. O acțiune care are legătură cu prezentul. a) Legătura poate fi temporală. În acest caz momentul începerii acțiunii se indică prin ***since*** sau ***ever since*** - din, de când, iar durata acțiunii se redă printr-o locuțiune adverbială introdusă prin ***for*** - timp de. b) Legătura poate fi cauzală; acțiunea s-a terminat dar urmările ei continuă în prezent.	I ***have read*** this book. - Am citit această carte. We ***have been*** friends since we were children. - Suntem prieteni de când eram copii. We ***have known*** each other ever since we have been working in the same place. - Ne cunoaștem de când lucram în același loc. They ***have lived*** in this district for ten years. - Ei locuiesc în acest loc de zece ani. The tourists ***have arrived***. - Turiștii au sosit (sunt aici).
II. Prezentul compus se referă la o perioadă de timp încă în curs, indicat prin adverbele sau locuțiunile adverbiale: ***today***, ***this morning***, ***this week***, ***this month***, ***this year***, ***lately***, ***of late***, ***these days***, etc.	I ***have spent*** my holidays at the seaside ***this year***. - Anul acesta mi-am petrecut vacanța la mare. It ***has rained this morning***. - A plouat astăzi dimineață.
III. Perfectul compus exprimă o acțiune care a avut loc într-un moment nedeterminat în trecut sau într-un trecut foarte apropiat. În acest caz este folosit cu adverbele de timp nedefinit ca: ***often***, ***seldom***, ***sometimes***, ***ever***, ***never***, ***always***, ***already***, ***just***, ***yet***.	She ***has often visited*** us. - Ea ne-a vizitat deseori. I ***have just seen*** him. - L-am văzut acum. They ***have not finished*** the translation yet. - Nu au terminat încă traducerea.
IV. Uneori perfectul compus se folosește pentru a exprima o acțiune viitoare. N.B: Uneori în limbajul colocvial, se folosește forma ***to have got*** în loc the ***to have***.	I shall not go until I ***have written*** my exercises. - Nu voi pleca până când nu-mi voi fi scris exercițiile. I shall express an opinion after I ***have known*** them longer. - Îmi voi exprima părerea după ce îi voi fi cunoscut de mai multă vreme. I ***have got*** a lot of work to do. - Am foarte mult de lucru.

THE PRESENT PERFECT CONTINUOUS

Prezentul compus forma continuă se folosește pentru a exprima:

Rules	Examples
I. O acțiune începută în trecut și care continuă fără întrerupere în prezent.	She ***has been staying*** with us for a week. - Stă la noi de o săptămână. They ***have been translating*** ever since I entered the classroom. - Ei traduc de când am intrat în clasă.
II. O acțiune începută în trecut, continuată fără întrerupere până în prezent dar nu până în momentul vorbirii.	They ***have been working*** on the report in your absence. - Au lucrat la raport în lipsa ta.
III. Perfectul compus forma continuă se folosește uneori pentru a exprima acțiuni repetate.	They ***have been going*** there every summer for years. - Ei se duc acolo în fiecare vară de ani de zile.
IV. O stare de iritare, nemulțumire.	You ***have been using*** my fountain-pen again. - Iar mi-ai folosit stiloul.

EXERCISES

I. Answer the questions:

1. What is the role played by banks in a free market economy? 2. In what ways do banks carry into effect their functions? 3. What is the duty of a bank that acts as a trustee? 4. Can you explain what brokerage services are? 5. What services are performed by commercial banks? 6. How is profit made primarily and to whose benefit? 7. Where is the bulk of the capital allowed to move? 8. How much money do banks keep in cash and for what purpose? 9. On what basic principle must banks operate? 10. Can you mention a few types of banking and financial institutions?

II. Give synonyms for:

client, proceeds, stock, bulk, confidence, requirement, condition, basic, designed, considerable, permanently, primarily, to loan, to render, to purchase, to maintain, to indicate, to look through, to keep track of, to carry into effect, to be entitled to, to bear in mind.

III. Write questions to which the following replies may be given:

1. ... ? Banks enable depositors to open either savings account or checking account.
2. ...? Banks are adapted to a variety of circumstances so as to render their clients the services they require.

3. ...? Some banks specialize in making loans and granting credits.

4. ...? A bank may act as trustee under the truster's will.

5. ...? Trustee banks keep track of the transaction position permanently.

6. ...? Profit is made primarily from interest and from commission.

7. ...? Banks must meet the basic principle of creditworthiness.

8. ...? Loans may be of short-term or long-term duration.

IV. Fill in the blanks using the prepositions:

under,	to,	on,	of,	from,
with,	by,	for,	at.	

1. Banks play an important role as institutions designed to accept and protect money deposited ***by*** individuals and businesses.

2. Banks are adapted to a variety ... circumstances.

3. Some banks pay cheques issued ... depositors and invest part ... the assets ... profit.

4. A bank may have the capacity to act as trustee ... the truster's will.

5. Commercial banks perform such services as granting credits, making payments, lending funds ... interest ... borrowers etc.

6. These services rendered ... a commission basis are to make a profit ... the shareholders ... the bank.

7. Profit is made primarily ... interest and ... commission.

8. The cash they have ... hand serves to pay customers who withdraw money ... a given day.

9. I'd like to open an account ... your bank.

10. According to rules, you should maintain a minimum balance ... $100 ... time.

11. We charge a commission ... 1 percent ... the amount you'll like to withdraw.

V. Translate into Romanian and use in sentences of your own:

to take up, to take down, to take for, to take out, to take over, to take upon, to take in, to take back, to take on.

VI. Explain the meaning of:

- on commission
- in cash
- checking account
- safe-deposit box
- non-earning fund
- creditworthiness
- savings account
- brokerage services

VII. Insert:

a) the past participle of the verbs: to rain,to happen, to finish, to open , to change, to negotiate, to help, to pack, to start, to pass, to notice, to stay, to talk.

1. It has ... much this week. 2. What has ...? 3. I have already ... my exercise. 4. They have just ... 5. She has ... them with their work. 6. We have often ... about this subject. 7. She hasn't ... yet. 8. They have just ... on their trip. 9. We have ... by their house. 10. I have ... his progress. 11. She has ... at home the whole afternoon. 12. They have ... an account with the local bank. 13. We have ... this transaction for several months. 14. He has ... a new flourishing business.

b) the past participle of the irregular verbs: to see, to get, to bring, to begin, to come, to put, to say, to leave, to keep, to tell, to do, to make.

1. I have just ... him. 2. They have ... much to write for today. 3. The building of the house has ... early this year. 4. He has ... a moment ago. 5. Where have you ... the pencil? 6. Where have you ... that dictionary? 7. Why have you ... that door open? 8. We have ... them waiting too long. 9. I have never ... her that. 10. She has ... her job properly. 11. The bank has ... all payments. 12. The investment has ... substantial profit.

VIII. Use "since" or "for" and translate the sentences into Romanian:

1. I haven't met them ... Monday. 2. I haven't seen them ... a month. 3. ... When have you been friends? 4. She has been ill ... last week. 5. We have been talking ... one hour. 6. I have known him ... ten years. 7. He has been an executive ... three years. 8. They have been in this business ... a long time.

IX. Rewrite the sentences in the Present Perfect Tense using the adverbs "already" and "just" according to model:

Model: She is coming back from office.

She has already come back from office.

She has just come back from office.

1. He is writing an exercise. 2. We are talking about the latest news. 3. She is speaking on a very interesting subject. 4. They are coming from their trip. 5. She is having a walk in the park. 6. They are entering the Savings Bank. 7. She is given information about interest rates.

X. Replace the infinitive in brackets by the Present Perfect Tense or the Past Tense:

1. We (to know) each other ever since we (to be) students. 2. She already (to give) the answer. 3. It (to be) very cold last week. 4. We deeply (to study) the subject. 5. It often (to rain) this spring. 6. They (to come) five minutes ago. 7. They (to settle) the matter yesterday. 8. He (to be) manager for two years. 9. We (not to see) each other for a long time. 10. I (to have) a walk in the morning. 11. We (to decide) to meet this evening. 12. He (to change) a great deal. 13. How many times (to go) to the bank this week? 14. The board (to meet) two weeks ago.

XI. Translate:

a) 1. Cine te-a anunţat? 2. Aţi fost vreodată pe aici? 3. Când eram student am petrecut o lună în această staţiune. 4. A plecat în concediu săptămâna trecută şi nu l-am mai văzut de atunci. 5. În primăvara aceasta m-am dus rareori în parc. 6. Cine a organizat atunci excursia? 7. Tocmai l-am întâlnit. 8. De când aşteptaţi? 9. Am lucrat mult în ultimul timp. 10. Cunosc oraşul, am mai fost acolo. 11. Reţeaua băncilor s-a extins. 12. Au fost angajaţi economişti calificaţi şi cu multă experienţă.

b)

1. Serviciile bancare oferă împrumuturi pe termen scurt sau lung. 2. Profitul va fi folosit pentru extinderea activităţilor comerciale. 3. Dobânda este o sursă importantă de formare a profitului. 4. Banca Agricolă efectuează împrumuturi pentru achiziţionarea de terenuri. 5. O parte din rezervele băncii sunt păstrate în contul de rezerve. 6. Majoritatea băncilor publică extrase de conturi lunar. 7. O mare parte a activităţii bancare este legată de acordarea de credite. 8. Numai o mică parte a capitalului este păstrată pentru plăţi curente. 9. Cea mai mare parte a capitalului este orientată spre industrie, agricultură, transporturi şi comunicaţii etc. 10. Pentru serviciile prestate băncile percep un comision.

UNIT 44

SICKNESS AND HEALTH

In Romania there is a special government department which is concerned only with the health of the people. This is called the Ministry of Health. It is under this ministry that the medical services are expanding. The polyclinics, general hospitals (for those suffering from different diseases) and special hospitals (for diseases of of the eye; NTE diseases; diseases of the skin; as well as TB and cancer), maternity hospitals (for expectant mothers), casualty hospitals (for casualties and injured) as well as sanatoria are operated by an experienced staff.

Health is a priceless possession: to be healthy really means good health but it is also possible to speak of a bad or poor health and means we are suffering from an illness. Illness afflict mankind. Some of them are mild and they are curable, others are serious and some even incurable. When a sickness touches the members of a community it becomes a contagious epidemic or sometimes it can be an infectious epidemic when it is transmitted from one individual to another through air and water.

As "preventing is better than cure", prophylactic is a concern with our national health service.

"You must get well soon! I have no morning dresses!"

"Do you mind if we go first? He's swallowed a hand grenade!"

If you are not feeling well you can go to your G.P.'s (general practitioner's) surgery at the polyclinics and tell him your trouble. When you are only run down overworked you need some rest and a tonic (a pick-me-up). But, if you have something more serious, a nervous breakdown, the doctor will insist upon a change of air and he may order you to go to bed or hospital at once. If you become an in-pacient you attend for treatment within the hospital and you are allowed to see your relatives and friends at fixed hours.

In few areas of human activity does the pendulum of fashion swing as irrevocably as it does in medical treatment. Years ago rest was the great healer. A child with temperature was sent to bed; patients who'd had a relatively minor operation like an appendectomy had to stay in bed until the stitches were removed. A man who'd had a heart attack had to stay in bed for six weeks, for the first two of which he was not allowed to do anything for himself, having to be washed and shaved, even fed, by nurses.

At the time, some doctors questioned the absoluteness of rest, asking, for instance, whether it was really less stressful for patients to have an "over dosage" with bed rest than to move about the medical ward.

Yet, the pendulum was beginning to swing and now hospitals are such hives of physical activity that a patient said "This is a great hospital doc, but it's no place to come for a rest".

"You've simply got to learn how to control my temper, Harold."

"I could afford a private room, but I like a lot of witness around."

Now patients are got out of their beds within hours of operations. Even patients who've had recent attacks have to indulge in physical exercise under carefully controlled conditions.

Outside hospitals, the route to health is seen to be through exercise. No public park is complete without its posse of joggers. Training works for all. If we repeat the same physical activity daily, we can after a time complete it without growing as hot and breathless as we did at our first attempt. Training does make our heart and muscles work more efficiently and that this effect works at all ages. But, if exercise is to be beneficial it has to be a lifelong activity - such exercise can be walking a lot, using stairs instead of lifts, digging your gardens regularly, etc. The best reason for taking exercise is that it is enjoyable.

"I don't care what airlines do, Miss Kane - I don't think it's appropriate for a hospital!"

"He's a very special doctor! He prescribes chocolate for everything..."

VOCABULARY

sickness ['siknis] s. - boală, maladie, indispoziție, suferință

health [helθ] s. - sănătate

ministry ['ministri] s. - minister

service ['sə:vis] s. - serviciu

to expand ['ikspænd] v. - a extinde, a dezvolta

to fit, fitted, fitted [fit, fitid, ~] v. - a echipa

staff [stæf] s. - personal

to cure [kjuə] v. - a vindeca

possession [pə'zeʃən] s. - posesie

illness ['ilnis] s. - boală

to afflict [ə'flict] v. - a chinui, a face să sufere

contagious [kɔn'teidʒəs] adj. - contagios, molipsitor

surgery ['sə:dʒəri] s. - cabinet medical

to prevent [pri'vent] v. - a preveni, a preîntâmpina

concern [kɔn'sə:n] s. - grijă, preocupare

trouble ['trʌbl] s. - necaz afecțiune

rest [rest] s. - odihnă

pendulum ['pendjuləm] s. - pendulă

fashion ['fæʃən] s. - modă

to swing, swang, swung [swiŋ, swæŋ, swʌŋ] v. - (aici) a oscila

irrevocably [i'revɔkəbli] adv. - în mod irevocabil

treatment ['tri:tmənt] s. - tratament

healer ['hi:lə] s. - tămăduitor, remediu, leac

patient ['peiʃənt] s. - pacient

to stay, stayed, stayed [stei, steid, steid] v. - a sta

maternity hospital [mə'tə:niti ≈] - maternitate (spital)

up-to-date - modern

NTE (nose, throat, ears) - ORL (nas, gât, urechi)

casualty hospital - spital de urgență

to suffer from [sʌfə frɔm] - a suferi de...

G.P.'s (general practitioner) ['dʒenərəl præk'tiʃənə] - doctor în medicină generală

to be run down - a fi dărâmat, surmenat

stitch [stitʃ] s. - (aici) fir (de la operație)

to remove [ri'mu:v] v. - a îndepărta

to feed, fed, fed [fi:d, fed, fed] v. - a hrăni

to question ['kwestʃən] v. - (aici) a pune sub semnul întrebării

absoluteness ['æbsolu:tnis] s. - absolutizare, caracter absolut

medical ward [≈ wɔ:d] - salon de spital

stressful ['stresful] adj. - stresant, plin de stres

nurse [nə:s] s. - infirmieră

hive [haiv] s. - stup

polyclinic [pɔli'klinik] s. - policlinică

hospital ['hɔspitəl] s.- spital

sanatorium [sænə'tɔriəm] s. - sanatoriu

disease [di'zi:z] s. - boală

skin [skin] s. - piele

casualty ['kæʒuəlti] s. - accident

injured ['indʒərd] s. - (aici) rănit

route [ru:t] s. - drum, rută

training ['treiniŋ] s. - antrenament, exerciții repetate

muscle [m'ʌsl] s. - mușchi

breathness ['breθlis] s. - fără respirație

to dig, dug, dug [dig, dʌg, dʌg] v. - a săpa

enjoyable [in'dʒoiəbl] adj. - plăcut

bronchitis [brɔn'kaitis] s. - bronșită

chest [tʃest] s. - piept

wheezy ['wi:zi] adj. - astmatic, răgușit

cough [kɔf] s. - tuse

complaint [kɔm'pleint] s. - (aici) neplăcere, afecțiune

sign [sain] s. - semn

Ministry of Health - Ministerul Sănătății

nervous breakdown ['nə:vəs 'breikdaun] - epuizare nervoasă totală

to attend for treatment - a face tratament

the pendulum of fashion swings - opinia la modă înclină spre...

to indulge in physical exercise [in'dʌldʒ ≈] - a suporta exercițiul fizic

to throw off / to grow out of cold - a scăpa de răceală

watch out - atenție la ...

chest tightness [≈'taitnis] - apăsare pe piept, sufocare

VOCABULARY PRACTICE

Answer the following questions using the additional words:

1) ***What kind of health can you enjoy?***

good bad poor feeble uncertain	health

2) ***What kind of doctors can you see in a hospital?***

therapeutist [,θerə'pju:tist];
physician [fi'ziʃən];
children's doctor /pediatrician [,pi:diə'triʃən];
specialist doctor - medic specialist;
stomatologist [,stəmətologist] - dentist;
psychiatrist [səi'kaiətrist] - psihiatru;
dermatologist [,də:mə'tələdʒist].

3. ***What diseases are most common with children?***

whooping cough ['wu:piŋ kɔf];
scarlet fever [ska:lit fi:və];
mumps [mʌmps];
measles ['mi:zlz].

4. ***What are the complaints you suffer from most frequently?***

I have a backache;
headache;
stomach-ache;
tooth-ache.

5. ***What are the symptoms of a flu?***

to have a high temperature;
running nose;
a sore throat.

6. ***What must you do if you have a bad tooth?***

to have the tooth filled;
the tooth pulled out.

GRAMMAR

THE PAST PERFECT TENSE SIMPLE AND CONTINUOUS

Reguli	Exemple
I. Mai-mult-ca-perfectul exprimă:	
1) O acţiune trecută, încheiată înaintea unui moment dat din trecut.	He ***had come*** by the end of the last week. - El venise până la sfârşitul săptămânii trecute.
2) O acţiune trecută, încheiată înaintea altei acţiuni trecute.	When he got to the hospital, the operation ***had*** (already) ***started***. - Când a ajuns la spital operaţia începuse deja.
3) O acţiune trecută, încheiată înaintea unei alte acţiuni trecute.	I ***had*** hardly ***entered*** the surgery when the doctor was called out. - De-abia intrasem în cabinetul medical când doctorul a fost chemat. No sooner ***had*** I ***entered*** the surgery when the doctor was called out. - Nici nu intrasem bine în cabinet când doctorul a fost chemat.
4) O acţiune trecută, încheiată într-o perioadă de timp anterioară unei alte acţiuni trecute, ajungând până la această acţiune cu compliniri adverbiale (***for*** şi ***since***).	John ***had been*** in the hospital for two days when his friend came to see him. - John fusese în spital de două zile când prietenul său a venit să-l vadă. She ***had suffered*** from ulcer since 1985 when she was sent to the hospital. - Suferise de ulcer din 1985 când a fost trimisă la spital.
N.B. După ***when*** mai-mult-ca-perfectul se traduce prin după ce.	When he ***had taken up*** the pill he went to bed. - După ce a luat tableta s-a culcat.
II. Mai-mult-ca-perfectul - ***forma continuă (continuous form)*** - exprimă o acţiune începută înaintea unui moment trecut care continuă în acel moment. Se întrebuinţează când vrem să insistăm asupra continuităţii acţiunii.	He ***had been coughing*** for two days when I took him to the doctor's. - Tuşea de două zile când l-am dus la doctor.
N.B. Începutul acţiunii este indicat de ***since*** sau ***when***, urmată de for (timp de) sau de expresiile all day, all the time, etc.	They ***have been using*** the lifts for several months when they had to give away with them. - Folosiseră lifturile timp de câteva luni când au trebuit să renunţe la ele.

THE USE OF PAST PERFECT SIMPLE

When After	I you he/she we they Bill	'd	finished work, had dinner, washed, drunk tea read the paper	I you he/she we they	went out. went to bed. turned on the TV.
	Mr. Maple My friends The Maples	had	written the letters fed the patient	he they	played some records.

The moment As soon as	I/you/he/she Mary/my wife the children	'd had	cleaned the window washed the car set off on holiday put up the tent	it began to rain.

I/you/he/she we/they	'd	no sooner	cleaned the window, washed the car, hung out the washing, set off on holiday, put up the tent, than	it began to rain.	
Mary My wife The children	had				

I/you/he/she we/they	'd	hardly	left the house set off arrived at the hotel set down in the park began to paint	when	it began to rain.
David My husband The mands	had				

EXERCISES

I. Answer these questions:

1. What is the Ministry of Health concerned with in Romania? 2. What sort of hospitals do you know? 3. What do you mean by being healthy? 4. How can you divide illnesses? 5. What is an epidemic? 6. What do people usually do when they don't feel well? 7. What does the doctor prescribe for you if you are run down? 8. But if you have something more serious? 9. What can you say about rest as being a great healer? 10. Do you consider that medical exercise is good medicine or you feel that the reliable evidence is still thin?

II. Give synonyms to the following words (see text):

to be preoccupied, the wounded, personnel, illness, to run a high temperature, heart failure, effectively, to take exercise, to pay attention to, regularly, valueless, soft, weak, disease, to undergo a treatment, to be put to bed, beneficial, attempt.

III. Give the English for the following word combinations:

obișnuiam să scap de răceală; am pus-o pe seama fumatului; atenție la răceală; nu putem vorbi de vindecare; durere de cap (de gât, de stomac); bronșită; gripă; scarlatină; mai puțin stresant; odihna este un mare remediu; exercițiile fizice au efect la toate vârstele.

IV. Fill in the gaps with one of the words given below:

poor, bad, good, curable, mild, incurable, serious, infectious, contagious, sickness, a heart attack, possible healer, hive, friends, for, in-patient, within, place.

1. To be healthy really means ... health, but it is also ... to speak of a ... or ... health.
2. Some illnesses are ... and they are .., others are ... and some are even ... .
3. When a ... touches the members of a community it becomes a ... epidemic or it can be an ... epidemic when transmitted.
4. Years ago rest was the great ... .
5. A man who'd had a ... had to stay in bed for six weeks.
6. Now hospitals are such ... of physical activity that it's no ... to come for a rest.
7. If you become an ... you attend ... a treatment ... the hospital and you are allowed to see your ... at fixed hours.

V. Use the verbs in brackets in the past perfect simple or continuous:

1. Even patients who (have) recent attacks had to indulge in physical exercise. 2. Patients who (have) a relatively minor operation had to stay in bed. 3. When I met him he (work) in the NTE hospital for three years. 4. When the nurse came in the ward John (sleep) for some hours. 5. The doctor (prepare) himself for the operation since he came to the hospital. 6. We (take) medical exercise for a week when we were told to cease them. 7. When the hospital staying was over, I (stay) there for eight days. 8. You (attend) treatment since you became an in-patient. 9. John (be) away from the hospital for two days when his friend learned about it. 10. By the end of the month they (visit) a lot of specialized hospitals. 11. The doctor told me that he (be) confident the disease could be controlled.

VI. Join the following sentences using the Past Perfect Simple and the required conjunction (after, before, as):

Model: He did not go to the chemist's. He left his prescription at home.

As he ***had left*** his prescription at home he did not go to the chemist's.

1. The nurse lifted him up. He could feed himself. 2. He was taken to the hospital.They began to prepare the operation hall for him. 3. He became a therapeutist. He began to work at our district hospital. 4. He had a cough. He attended the treatment as an out-patient.

VII. Fill in the blanks with the articles where required:

1. It is ... custom to take ... chocolates or ... fruit when visiting ... patient in ... hospital. 2. Very often ... patient is too ill to appreciate these and so ... visitors eat them themselves. ... visitors are often fascinated by ... radio or television in ... hospital ward and spend ... time listening or watching. 3. One of ... visitors may perhaps meet ... friend who is also ... friend of ... patient's and spend ... time talking with him instead of ... poor person they have come to visit.

VIII. Fill in the gaps with the past perfect simple.

Model:

Yesterday: I've taken off my coat. I'm making some tea.
After I'd taken off my coat, I made some tea.
When I'd taken off my coat, I made some tea.

1. I've made some tea. I'm sitting down.
   After ... some tea, I sat down.
   When ... some tea, I sat down.
2. We've typed all the letters. We're going out to lunch.
   After ... all the letters, we went out to lunch.
   When ... all the letters, we went out to lunch.
3. Alice has covered the furniture, Bill is bringing in the paint.
   After Alice ... the furniture, Bill brought in the paint.
   When Alice ... the furniture, Bill brought in the paint.
4. He changed his clothes. At once, he went out.
   ... he'd changed his clothes, he went out.
5. I sat down. Two minutes later, the telephone rang.
   I'd ... sat down, when the telephone rang.
   I'd ... sat down than the telephone rang.
6. He left office. Half a minute later he was knocked down by a bus.
   He'd ... left the office when he was knocked down by a bus.
   He'd ... left the office than he was knocked down.

IX. Finish with a smile!

Read and retell the joke:

"Doctor", she said loudly after she had bounded into the room.
"I want you to tell me frankly what's wrong with me".

He surveyed her from head to foot. "Madam", he said at length, I've three things to tell you. "First, your weight wants reducing by nearly fifty pounds. Second, your beauty would be improved if you used about one tenth as much rouge and lipstik. And, third, I'm an artist - the doctor lives on the next floor".

"The tranquilizers you prescribed relaxed me so much my boss fired me and I can't pay your bill."

"On one hand, I think you're completely sane. On the other hand, you'd have to be crazy to be paying me $125 an hour!"

"I'm just sick and tired of looking after everyone's needs but my own, Doctor."

X. Read the text, and test your understanding:

WANT MORE ENERGY? JUST RELAX

Relax! You'll feel more energetic and be in tip-top mental shape if you do - and here are some tips from experts to help you.

People get themselves tied up in knots by holding on to emotions, creating blocks in their flow of energy. Relaxation is the key to dissolving these blocks.

How to relax:

• Exercise every single day. Make it a habit! By exercising you release tension and automatically get the bonus benefit of relaxation.

• Relax your muscles. While sitting or lying down, tighten your muscles and let them go and keep on letting go: e.g. Tense up your toes and then let go and relax. Do the same with your legs, arms, back, fingers, etc.

• Close your eyes and be still. Turn off the TV, radio and phone. Get comfortably, inhale deeply and exhale fully three times.

• Stretch, yawn and roll - like a dog or cat does - before you get out of bed in the morning.

• Mentally picture a peaceful, relaxing setting: e.g. Picture a favourite lake, park, etc. This forces your mind to slow down and relax.

• If you are faced with an unpleasant situation that causes you stress get your mind off the problem with something routine like laundry or housework.

• Repeat a nonsensical sound. By focusing on a word with no particular meaning, you will relax your mind and gain greater mental clarity and energy.

"Do you have another scale? I'd like a second opinion."

XI. Translate into English:

a) 1. După ce s-a internat doctorul l-a consultat. 2. Era în spital de câteva zile când au venit prietenii să-l viziteze. 3. Făcuse tratamentul prescris de doctor când a simţit o sufocare puternică. 4. Insistase să schimbe aerul înainte de a ieşi din convalescenţă. 5. Făcuse multe exerciţii medicale şi apoi a început să practice ciclismul. 6. A trebuit să fie spălat, bărbierit şi hrănit după ce a fost operat. 7. Se simţea rău, îl dureau capul şi spatele când ei au observat că era palid. 8. Avusese bronşită înainte de a face gripă.

b) 1. Iarna aceasta a avut de două ori gripă. 2. A făcut temperatură mare, a simţit o puternică durere de cap, dureri la înghiţit şi nu putea dormi. 3. Medicul de la policlinică l-a consultat şi i-a dat tratamentul şi repaus la pat. 4. Plimbările pe jos în aer liber sunt foarte sănătoase şi recomandabile. 5. Sănătatea e un bun de preţ şi trebuie să o păzim cu multă grijă. 6. Odihna, mişcarea, hrana raţională şi activitatea bine dozată fără stres şi enervare, acestea sunt secretele unei sănătăţi permanente.

UNIT 45

HINTS ABOUT HOTELS

Travel and hotels have always been closely related.

The hotel provides shelter, food, drink, and other services for travellers or transients.

The hotel may also offer facilities for recreation such as a swimming pool, free space for parking, a golf course or even a beach. All of these services accomodate the traveller, so the hotel business is often referred to as the ***accommodations industry***.

Since hotels and motels do not serve the same clientele(clients), that is, the same kind of guests we can pláce hotels in four broad groups:

- Commercial hotels, which provide services mainly for transients, many of them travelling on business;
- Resort hotels, which are located in vacation areas providing recreational facilities of their own.
- Conventions hotels, which service conventions-meetings usually held yearly, of various business or professional groups;
- Resident hotels, where people can rent accommodations on a seasonal basis or even permanently.

If you go to some city on a business or pleasure trip and intend to put up at a hotel you should reserve rooms beforehand to be sure you get any, as hotels are very often full up. It can be done by wire, telex, telephone or by post.

Each hotel has large lounge finely furnished with settees and easy chairs. In the lobby of the hotel you find the reception room/desk, a service bureau, the information desk, a foreign exchange desk, a waiting room with news-stands and stationary, the post-office desk, souvenirs shop, etc.

The luxe hotels are provided with modern facilities: like commodious rooms provided with every modern convenience, lifts at all floors working round the clock, indoor swimming pools, parking place for cars, a night porter in attendance, a sun-roof for sunbathing, restaurants and bars to cater for the tourists.

The hotel staff speak several foreign languages, they are kind and helpful.

The doorman (the porter) keeps the door and helps the visitors to get out of the car or get a taxi. The bell-boy shows the guests up to their rooms and carries their luggage. The lift-boy is in charge of the lifting visitors to all floors. The reception clerk is to receive new guests and give accommodation during all necessary formalities. The desk-clerk gives, receives and keeps the keys on the key-rack. The steward brings meals and drinks into the guests' rooms at their requests. The operator puts you through when you want a call and transmits your messages.

The Services Bureau can arrange the following: Reserve tickets for trains, airplanes.The order for the tickets should be placed at 2 to 3 days' notice with full charge paid while reserving plus commission fees.

Book tickets to theatres, variety concert halls and for sporting events.

Arrange trips and take charge of travel documents and passports.

Provide telephone service in each room. Local calls are free, for long distance calls you can pay at the pay-in counter.

The hotel handles minor repairs and ironing of clothes, laundering, shoe mending, the price is paid to the floor-maid in charge. Medical aid is free: medicines are paid for by the guests. You can leave the bulky belongings in the baggage room, the charge is paid as per the price-list. The restaurant occupies the largest halls of the hotel, both local and other peoples' cuisine is lavishly represented and the dishes are prepared by expert cooks. Snack-rooms and coffee-bars are selling to the guests wine, fruits, soft drinks, cocktails, tea and coffee, hot and cold meals.

While staying at a hotel you must know some of the do's and don'ts of the hotel you are accommodating at. When going out you should not forget to leave the keys at the desk. You should warn the clerk in advance when you are signing out, and you must pay the bill

before leaving the hotel. Rooms must be vacated by 12 a.m. on the day of departure. You are requested to be as quiet as possible after 11 p.m. so as not to disturb other people's rest. Any complaints should be made to Reception or direct to the Manager.

"Thanks! I'm not allowed on the furniture at home."

Desk Clerk Good evening, Sir. Can I help you?

Guest Good evening. I'd like to check in for two nights.

Desk Clerk Have you made reservations?

Guest In a way yes. I'm a participant in the International Workshop on Greenpace, and .....

Desk Clerk Oh, yes! Let me see ... Surname, name and country, sir?

Guest My name is Ion Popescu, Romania.

Desk Clerk Well, ... here, everything is all right. Be so kind as to register. Here's an arrival card! We've kept a single 358 for you, third floor.

VOCABULARY

shelter ['ʃeltə] s. - adăpost

transient ['trænziənt] s. - tranzitar

beach [bi:tʃ] s. - plajă

to accommodate [ə'kɔmədeit] v. - a găzdui, a adăposti

to offer facilities - a oferi condiții

to refer to as [rifə ≈] - a denumi

commercial hotels - hoteluri pentru oameni de afaceri

resort hotels - hoteluri în stațiuni balneo-climaterice

lounge [laundʒ] s. - hol (într-un hotel)
settee [se'ti:] s. - canapea (2-3 persoane)
lobby [lɔbi] s. - culoar (către mai multe compartimente), hol mic
stationary ['steiʃənəri] s. - papetărie, articole de papetărie
facilities [fə'silitiz] s. - condiții favorabile
commodious [kə'moudiəs] adj. - spațios
convenience [kən'viniəns] s. - confort
floor [flɔ:] s. - etaj
to swim, swam, swum [swim, swæm, swʌm] v. - a înota
pool [pu:l] s. - bazin, baltă, lac mic
to cater ['keitə] v. - a se îngriji de nevoile (cuiva), a oferi hrană
staff [sta:f] s. - personal
doorman / porter ['pɔ:tə] s. - portar
guest [gest] s. - oaspete
accommodation ['əkɔmə'deiʃən] s. - găzduire, cazare, locuri într- un hotel
steward ['stju:əd] s. - ospătar
operator [ɔ'pəreitə] s. - operatoare, telefonistă
to disturb [dis'tə:b] v. - a deranja
manager [mænidʒə] s. - director
surname ['sə:neim] s. - nume de familie
key [ki:] s. - cheie
to arrange [ə'reindʒ] v. - a aranja
rest [rest] s. - odihnă
at their request - la cererea lor
to place an order - a face o comandă
to take charge of - a se ocupa de
to book tickets - a cumpăra bilete
floor-maid - camerista de pe etaj
to put up at a hotel - a trage la un hotel
to reserve beforehand - a rezerva dinainte
easy chair - fotoliu
reception desk - recepție
news-stand - stand cu ziare
round the clock - timp de 24 de ore
fee [fi:] s. - taxă
to handle [hændl] v. - a mânui, a manevra, (aici) a se ocupa de
to mend, ed, ed [mend, mendid, ~] v. - a repara
repair [ri'pɛə] s. - reparație
aid [eid] s. - ajutor
medicine ['medisin] s. - medicament
bulky [bʌlki] adj. - voluminos
baggage ['bægidʒ] s. - bagaje
cuisine [kwi:'zi:n] s. - bucătărie
lavishly ['lævi ʃli] adv. - cu generozitate, îmbelșugat
to warn [wɔ:n] v. - a avertiza
to forget, forgot, forgotten [fɔget, fɔgɔt, fɔgɔtn] v. - a uita
to leave, left, left [li:v, left] v. - a pleca, a părăsi
clerk [kla:k] s. - funcționar
to pay, paid, paid [pei, peid] v. - a plăti
to vacate [və'keit] v. - a elibera
departure [dipa:tʃə] s. - plecare
sun-roof - terasă (pe acoperiș)
to be in charge of - a răspunde de, a avea sarcina de a
key-rack - tablou cu chei
in charge - de serviciu
to make a complaint - a face o plângere
soft drinks - băuturi nealcoolice
arrival card - fișă de sosire

VOCABULARY PRACTICE

Answer the questions using the additional words:

1. ***What sort of rooms can you book in a hotel?***

single rooms; double rooms;
suites; rooms with bath/shower;
rooms looking out to the sea;

2. ***What modern convenience can you have in a hotel?***

cold and running water; laundry service;
central heating; air-conditioning;
diskoteque;

3. ***What facilities are there available in a luxe hotel?***

TV lounge; parking area; snack bar;
night club/bar; room-service; banketing hall;
swimming pool; continental breakfast; lifeguard.
baby-sitting;

4. ***What are people requested to write in an arrival card?***

Surname; First name:
Middle name; Nationality;
Date and place of birth; Permanent address;
Purpose of visit; Identity card/Passport N°;
Signature.

5. ***Where can you put up when you are away of your town?***

at a hotel; at a motel;
at a hostel; at a boarding house;
at an inn; at a guest house;
at a camping site;

6. ***What is a chain of hotels or motels?***

A business enterprise that operates at least several outlets. Sheraton, the Hilton, and Holiday Inn enterprises are examples of worldwide hotel chains.

7. ***What is a hotelier?***

A french word for hotelman that is frequently used in English.

A hotelier is a professional hotelman in the hotel business.

8. ***What are the people working in a hotel?***

Hotel Manager (hotelman) - Who carries out routine spot checks; sees that all activities of the hotel run smoothly; coordinates the work of the department heads (housekeeping, advertising, food services etc.)

Assistant-Manager - generally assgned to different shifts dealing with unsatisfactory assignments or overbookings.

Night Auditor - works in the accounting office, checks the postings (charges posted on the guest bill).

Cashier - employee in a hotel accounting office providing services to the guests at the front desk.

Desk-Clerk - works at the front desk he sees to check-in or check- out procedures.

Bellman (Bellboy/Bellhop) - an employee who carries luggage and does other errands for the guests. The head of this service is the Bell Captain.

Concierge/Doorkeeper/Custodian - a hotel employee at the key or information desk.

Porter/Doorman - a hotel employee who is stationed at the door to help the guests with their luggage and hails taxicabs.

Chambermaid - a hotel employee who takes care of the housework in the guestroom. She prepares the rooms for incoming guests.

Houseman - a hotel employee who does heavy housekeeping chores, mainly in the public area of the hotel e.g. cleans the floor of a banqueting hall.

Chef - a head cook

Kitchen helper - an employee who does such chores as cutting up vegetables in a kitchen.

Waiter/waitress - they go to the customers' tables, take their orders and bring the prepared food to the tables.

Storekeeper - the employee in charge of storing and issuing food beverages, and kitchen and dining-room supplies such as napery etc.

Wine Steward (Sommelier in French) - a restaurant employee who serves wines and other drinks.

Bartender - an employee who mixes and serves drinks at a bar or at a cocktail lounge.

GRAMMAR

THE MODAL VERBS

Verbele modale ***can-could***; ***may-might***; ***ought to*** nu primesc ***s*** la persoana a III-a singular, sunt urmate de infinitivul scurt, formează negativul cu not iar interogativul cu verbele auxiliare. Formele contrase sunt: ***can't***, ***couldn't***, ***mustn't***, ***mightn't***.

CAN-COULD	Exemple
Exprimă capacitatea fizică, intelectuală, morală etc. și este echivalentul lui ***to be able to***:	He ***can*** lift the case box. - El poate ridica cutia. You ***can*** read this page right now. - Tu poți citi această pagină chiar acum.
Exprimă îndoială, nesiguranță (în negativ sau interogativ), posibilitate.	Until a short time ago she ***could*** read without eyeglasses. - Până nu demult ea putea citi fără ochelari. It ***cannot*** be true. - Nu poate fi adevărat. ***Can*** this be your room? - Poate fi aceasta camera ta?
MAY-MIGHT	**Exemple**
Pentru toate celelalte timpuri se înlocuiește cu ***to be allowed to***, ***to be permitted to***.	She ***will be allowed to*** leave at 12. - I se va permite să plece la ora 12. He ***has been permitted to*** register his name. - I s-a permis să-și înregistreze numele.
Exprimă permisiunea;	You ***may*** take the lift. - Puteți lua liftul. ***May*** I smoke in the lounge? - Pot fuma în hol?
La forma negativă exprimă interzicerea;	You ***may not*** sing in the hotel. - Nu ai voie să cânți în hotel.
Exprimă posibilitatea;	You ***may*** book a room. - E posibil să reții o cameră.
Exprimă admonestare, sfat. În acest caz se folosește ***might***.	They ***might*** leave by the plane. - Ar putea să plece cu avionul.
Exprimă nesiguranță, presupunere.	It ***may*** rain. - S-ar putea să plouă. He ***might*** miss the train. - S-ar putea să piardă trenul.

MUST	Exemple
Pentru formarea celorlalte timpuri se folosesc ***to have to..., to be compelled to...***	We ***shall have to leave*** the hotel. - Va trebui să părăsim hotelul. They ***are compelled*** to dine out. - Sunt obligaţi să ia cina în oraş.
Exprimă datoria, obligaţii, necesitate;	He ***must*** go to school. - Trebuie să meargă la şcoală.
Absenţa necesităţii se redă prin needn't - nu este nevoie;	***Must*** he rent a car? No, he ***needn't***. - Trebuie (el) să închirieze o maşină? Nu, nu este nevoie.
Exprimă (la negativ) prohibiţia;	They ***must not*** sing in the hotel. - E interzis să cânte în hotel. ***May*** I eat here in the lounge? - Pot mânca aici în hol? No, you ***mustn't***. - Nu, e interzis.
Exprimă probabilitatea, fiind echivalent cu ***probably***, ***evidently***.	He ***must*** be at swimming pool. - Trebuie să fie la bazinul de înot. That car ***must*** be yours. - Maşina aceea trebuie să fie a ta.
OUGHT TO	**Exemple**
Exprimă o obligaţie, o datorie morală, un sfat (cu referire la prezent, trecut sau viitor).	You ***ought to*** be quiet after 11 o'clock. - Ar trebui/s-ar cuveni să faci linişte după ora 11. They ***ought to*** be on time. - S-ar cuveni/ar trebui să fie punctuali.
Exprimă o presupunere, o probabilitate.	He ***ought to*** be in the session by now. - Ar trebui (probabil că e) să fie deja în sesiune.
SHALL (ca verb modal)	**Exemple**
Exprimă o necesitate, o constrângere sau o obligativitate. Se foloseşte cu pers. a 2-a şi a 3-a.	He ***shall*** leave by 12 o'clock. - Va pleca până la ora 12. They ***shall*** reserve rooms at the hotel. - Vor rezerva camere la hotel.
Exprimă cererea unui sfat, a unei sugestii (în prop. interogative la toate persoanele).	***Shall*** we leave the key? - Să lăsăm cheia? ***Shall*** they change the room? - Să schimbe camera?
Exprimă a promisiune.	The manager ***shall*** settle the complaint. - Directorul va rezolva plângerea.

SHOULD (ca verb modal)	Exemple
Exprimă	
a) sfat, sugestie;	You ***should*** pay out the bill. - Trebuie să achiţi nota.
b) datorie, obligaţie morală;	He ***should*** take care of his child. - Trebuie să aibă grijă de copilul lui.
c) posibilitate, probabilitate;	They ***should*** be in the restaurant now. - Ar trebui să fie acum în restaurant.
d) mirare;	How ***should*** I know? - De unde să ştiu?
e) reproş.	You ***should*** have warned the clerk. - Trebuia să fi avertizat funcţionarul.

EXERCISES

I. Answer the questions:

1. What do hotels provide? 2. What recreation facilities do hotels offer? 3. Why is the hotel business often called accommodations industry? 4. According to the "clientele" served, how can you classify hotels? 5. Why should you reserve rooms at a hotel beforehand? 6. What services can the hotel staff render for their visitors? 7. What are the persons engaged in a hotel and what are they in charge of? 8. Can you talk about the service arranged by the Service Bureau? 9. What else does the hotel handle? 10. What are the do's and don'ts of the hotel you are accommodating at?

II. Match the words to the definitions below:

a) inn	1. Old-fashioned hospitality; an establishment offering shelter and food for travellers
b) motel	2. A place to which people travel for recreation
c) resort	3. A shortened form for motor-hotel; provides accommodation for the traveller
d) convention	4. Hotels rated as the highest quality; luxury hotels
e) Deluxe	5. A meeting of a business or professional group for the purpose of exchanging information
f) Hotelier	6. A professional hotelman in the hotel business.

III. Give synonyms for:

to accommodate at, to book rooms, to provide, to bring meals into the rooms, to arrange trips, to handle, to be in charge of, , to transmit, to place an order, beforehand, lavishly, bulky, luggage, hotel staff.

IV. Supply prepositions or adverbs wherever necessary:

in,	of,	to,	into,	at,	by,	on,
with,	up,	by,	by,	to as,	for.	

The lift boy is ... charge ... lifting the visitors ... all floors. The steward brings meals and drinks ... the guests' rooms.... their request. Rooms must be vacated ... 12 a.m. ... the day ... departure. The luxe hotels are provided ... modern facilities. Hotels are very often full ... You can reserve rooms ... wire, telex, telephone or ... post. The hotel business is often referred ... ... the accommodations industry. The hotel may also offer facilities ... recreation.

V. Add what your partner failed to mention:

Model: In the lobby of the hotel, you'll find a post-office counter, news-stand and foreign exchange desk.

Well, you didn't mention the service bureau and the desk inquiry office.

.. By pressing the push-button you may call for a porter. 2. You may have your shirt washed at any modern hotel. 3. Filling in the arrival card you are to write down your name and permanent address. 4. The hotel workers keep themselves quite busy; the doorman keeps the door for visitors, and the lift-boy is in charge of lifting guests to all floors.

VI. These statements are wrong. Correct them avoiding a simple negation:

1. There is a general rule at hotels requiring the guests to pay in advance. 2. No hotel runs a restaurant. 3. The porter keeps the rooms in order. 4. The desk-clerk will bring meals and drinks in the visitor's room. 5. Suites are the cheapest rooms at hotels. 6. During international congresses it is very easy to get hotel accommodation.

VII. Change the following statements in the past, future and past perfect tenses:

1. We must register at the hotel. 2. They must improve the hotel facilities. 3. She can take the lift to her floor. 4. William can have his luggage carried to his room. 5. They may smoke in the lobby. 6. She may leave her bulky luggage in the luggage room.

VIII. Change the following sentences using modal auxiliaries:

Model: Mr. Brown has permission to make a call.

Mr. Brown may make a call.

1. It is advisable for him to change the room. 2. She promises to vacate the room. 3. Manager is obliged to settle the complaint. 4. It is necessary for all visitors to register with the reception desk. 5. He asked, "Do you want me to help you with the luggage?" 6. I guess she will leave at 3.30. 8. Perhaps they don't know how to arrange trips. 8. Evidently she is in this hotel.

IX. Put questions to the following answers:

Model: You should/ought to put on weight.
Should I/ought I to put on weight?

1. He should not be allowed to stay at the camping site. 2. You should always tell the truth. 3. She should speak more carefully. 4. They should not stay indoors when the weather is fine. 5. We should not speak so loud. The visitors are sleeping.

X. Choose from the verbs in the brackets:

1. You (mustn't, needn't) bring your books tomorrow; we are going to watch a picture. 2. Be very careful! You (mustn't, needn't) lose your passport. 3. You (mustn't, needn't) make that mistake again. 4. You (mustn't, needn't) smoke in hospitals. 5. You (mustn't, needn't) cross the street here.

XI. Fill in the Registration Card:

The Front and Back of a Registration Card

00222 Inter Conti-nental Hotel	Surname ..... First name ..... Home address ..... Company Name ..... Occupation ..... Address ..... Nationality ..... Passport No. ..... Next Destination ..... Arrival Date ..... Departure Date ..... (creck out time 12 noon)						
	Room Rate Pers W/R Clerk						..... (Guest signature)
Arrival Date	Dep. Date	No.Reg. Card	Room No.	Rate	Total Bill	Nature of Pay-ment	

XII. Read (or listen to) these jokes. Retell them:

1.

— Are you the manager of this hotel?

— Yes, sir.

— I have a serious complaint.

— Good heavens, don't come near me - it might be catching.

2.

The guest of a summer boarding house asked: "Why is it that old dog keep trying to come into my room? Does he like people that much?"

Little Willy explained it in a whisper: "Why, that's his room during winter."

3.

Traveller This is my first visit to your town, could you tell me how many hotels you have here?

Local man We have two.

Traveller Which of the two could you recommend?

Local man Well, frankly speaking, it's like this, sir. Whichever one you go to, you'll be sory you didn't go to the other.

XIII. Finish with a smile:

"Do you have a no children section?"

XIV. Translate into English:

a)

1. În holul hotelului găsiți: un ghișeu de schimb, un stand cu ziare; două telefoane: unul pentru interior, altul pentru exterior. 2. Vreți să-mi aduceți puțină apă caldă, un săpun și un prosop? 3. Nu există o diferențiere (distinction) netă între diferitele tipuri de hoteluri. În marile orașe există de asemenea centre turistice în care un hotel poate oferi toate tipurile

de servicii. 4. Hotelurile se pot categorisi (categorize) și după calitatea serviciilor prestate. Astfel pot exista hoteluri de lux, care oferă un confort și o dotare (convenience) sporită. 5. Există, de asemenea, hoteluri de o stea sau de confort tip A.

b)

1. Unde aș putea parca mașina? 2. Pot lăsa geamantanul aici? 3. Trebuie să vă arăt actele? 4. Ar trebui să fiți mai atent. 5. Trebuie să vii cu noi, hotelul este foarte confortabil. 6. S-ar fi putut să plece mai devreme. 7. Poate că e bolnav. 8. Să nu uitați cheia de la cameră în ușă. 9. Trebuie să ne anunțați din timp plecarea dv. 10. S-ar cuveni să ne spuneți ce comision luați pentru reținerea de bilete la teatru. 11. Să-i anunțăm telegrafic. 12. O să-ți scrie de îndată ce vor ajunge la hotel.

UNIT 46

THE JOB SEARCH

Of all the things you do in life, few are more important than getting a job. Whether it involves your first job or one further down your career path, job seeking is directly related to your success and your happiness. It is vital that you conduct the job search properly - that you prepare wisely and carefully and proceed diligently. The following review of job search procedures should help you succeed.

Bulding a network of contacts

You can begin your job search long before you are ready to find employment. In fact, you can do it now by building a network of contacts. More specifically, you can build relationships with people who can help you find work when you need it. Such people include classmates, professors and business people.

At present, your classmates are not likely to be holding positions in which they make or influence hiring decisions. But in the future, when you may want to make a career change, they may hold such positions. Even right now, some of them may know people in high places who can help you. The wider your circle of friends, the more likely you are to make employment contacts.

Knowing your professors and making sure that they know you can also lead to employment contacts. Professors sometimes hear of position openings, and in such cases they can refer you to the hiring executives. Demonstrating your work ethic and your ability in the classroom is probably the best way to get your professors to know you and help you.

Obviously, knowing key business executives can also lead to employment contacts. By attending meetings of professional associations, you can meet the leaders in your field. In fact, participation in any activity that provides contacts with business leaders can open doors for you now and well into the future.

Analyzing yourself

When you are ready to search for your career job, you should begin the effort by analyzing yourself. In a sense, you should look at yourself much as you would look at a product or service that is for sale. After all, when you seek employment, you are really selling your ability to work - to do things for an employer. A job is more than something that brings you money. It is something that gives equal benefits to both parties - you and your employer. Thus, you should think about the qualities you have that enable you to do the work that an employer needs to have done. This self-analysis should cover the following categories.

Education

The analysis might well begin with education. Perhaps you have already selected your career area, such as accounting, finance or marketing. If you have, your task is simplified, for your specialized curriculum has prepared you for your goal.

Personal qualities

Your self-analysis should also cover your personal qualities. Qualities that relate to working with people are specially important. Qualities that show leadership ability are also important. And if you express yourself well, in writing or in speaking, note this, for good communication skills are valuable in most jobs.

Work experience

If you have work experience, you should analyze it. Work experience in your career path deserves major emphasis. In fact, such work experience becomes more and more important as you move along your career path. Work experience not related to the job you seek can also tell something important about you. Almost any work experience can help develop your skills in dealing with people.

Special qualifications

Your self-analysis should also include special qualifications that might be valuable to an employer. The ability to speak a foreign language can be very helpful for certain international business.

Secretary Ah, Mr. John Newton, would you go in now, please?

John N. Oh, me? Yes, right.

Mr. Wilde You're Mr. Newton, are you?

John N. Yes, that's right.

Mr. Wilde Well, do sit down. My name is Wilde, I'm the assistant to the Managing Director; these two gentlemen here are Mr. Hard, the Personnel Manager and Mr. Frost, one of our directors.
Now Mr. ... er ... Newton, I'd like you to tell us if you would, what is it that makes you want to come and work for us.

John N. Well, I've noticed that electronics seems to be one of the growth industries at the moment...

Mr. Wilde Yes?

John N. Well, I know that you make electronic equipment and computers and feel that banks, insurance companies and other large firms are your main customers.

Mr. Wilde Well, that's part of it, of course, but there is a host of other applications in the electronics field. But if you did come and work for us, you'd soon learn about it. I'm sure, Mr. Hard you've got a lot of things you want to ask Mr. Newton.

Mr. Hard Yes, I wanted to ask some questions about yourself that don't come out clearly in your application. Why did you wait so long before deciding to further your education after you left school?

John N. Well, I was short of confidence, really. It wasn't until later that I thought to myself: well, if others can get on, why shouldn't I?

Mr. Frost Good for you! You didn't really like to work in a library?

John N. It was quite pleasant but not very demanding.

Mr. Frost You'd have to do some pretty basic jobs here, you know, if we accepted you as a trainee.

John N. Yes, but that would be different. Then I'd know where I was going.

Mr. Hard Well, Mr. Newton, that's all for the time being. Could you wait outside for a bit, please? We'll call you in again later.

Mr. Hard Well, gentlemen, what do you think?

Mr. Frost Well, I liked the chap. I think he knows what he's after now, I'd recommend taking him on and giving him a try.

VOCABULARY

job [dʒɔb] s. - slujbă, servici, ocupație

to involve, ed, ed [in'voulv] v. - a implica, a include

to search, ed, ed [sə:tʃ] v. - a căuta

search [sə:tʃ] s. - căutare

properly ['prɔpəli] adv. - în mod corespunzător, cum se cuvine

to proceed , ed, ed [prəsi:d] v. - a proceda

diligently ['dilidʒəntli] adv. - destoinic, cu seriozitate

to employ, ed, ed [im'plɔi] v. - a angaja

employer [im'plɔiə] s. - patron

employee [implɔi'i:] s. - angajat

employment [im'plɔimənt] s. - angajare, ocupare

to hire, ed, ed [haiə] v. - a angaja, a închiria

opening ['oupəniŋ] s. - șansă, posibilitate

to attend, ed, ed [ə'tend] v. - a lua parte la, a asista la

attendance [ə'tendəns] s. - prezență, frecventare

to cover, ed, ed ['kʌvə] v. - a cuprinde, a acoperi

accounting [ə'kauntiŋ] s. - contabilitate, calcul

task [ta:sk] s. - sarcină, treabă, temă

curriculum [kə'rikjuləm] s. - plan de învățământ, programă analitică

goal [goul] s. - scop, țintă

to conclude, ed, ed [kən'klu:d] v. - a conchide, a deduce, a hotărî, a termina

to train, ed, ed ['trein] v. - a forma, a instrui, a antrena

training ['treiniŋ] s. - educație, pregătire, instrucție

skill [skil] s. - îndemânare, calificare

to notice, ed, ed ['noutis] v. - a observa

to apply, ed, ed [ə'plai] v. - a solicita; a aplica, a pune în practică

application [æpli'kei ʃn] s. - cerere, petiție; aplicare

to further, ed, ed ['fəðə] v. - a urma mai departe, a împinge înainte

demanding [di'ma:ndiŋ] adj. - solicitant
trainee [trei'ni:] s. - stagiar
to be likely - a fi probabil
to deal with people - a lucra cu oamenii
basic jobs - activități elementare
to be after - (aici) a ști ce vrei, a ști ce urmărești
to take somebody on - a angaja pe cineva
to give somebody a try - a pune pe cineva la încercare, a testa
managing director - director administrativ
personnel manager - director de personal
to be short of - a nu avea

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***What sort of jobs do you know?***

- low paid job
- part-time job
- odd jobs
- risky job
- humble job
- dirty job
- high paid job
- full-time job
- attractive job
- dull job
- clerical job

2. ***When applying for a job what will you have to do?***

- fill in an application form
- send in qualification documents
- sustain a test
- undergo probation of personal abilities
- examine a job description
- sustain an interview
- undergo medical examination

3. ***What qualifications are required of an applicant:***

Education and skills:

- university degree or equivalent
- academic preparation in the field of industrial management and marketing (preferably in the managerial sector)
- postgraduate degree/training in economics
- competence as sales promotion manager
- highly developed oral and written communication skills
- demonstrated ability to supervise staff; excellent interpersonal relations skills, adaptability to people and situations

Experience:

- Extensive experience in responsible positions of applying sales promotion methods

- several years' experience in management activity

Languages:

- excellent knowledge of English and French, with a good working knowledge of ...

4. ***What should the employee information system contain:***

- controls to monitor leave and absenteism
- checks to ensure pay increases, decreases and promotions
- checks to ensure that pay levels are correct
- review of jobs descriptions and policies
- application, interview notes
- medical history and records
- time sheets (hours worked, rate of pay shifts worked, overtime)
- attendance records (sick time, vacation, overtime)
- employment history (promotions, transfers, grievances)

GRAMMAR

THE MODAL VERBS (WILL-WOULD, NEED, DARE)

Modal verbs	Rules	Examples
Will	I. Se folosește ca auxiliar la formarea viitorului (persoana a II-a și a III-a, singular și plural).	He ***will*** come earlier. - El va veni mai devreme. You ***will*** receive the answer in a week. - Veți primi răspunsul într-o săptămână.
	II. Ca verb modal exprimă a) o dorință (voință), o promisiune sau o hotărâre (este folosit la toate persoanele singular și plural).	I ***will*** help them. - Îi voi ajuta (vreau, am de gând să o fac). We ***will*** be there in time. - Vom fi acolo la timp (promisiune).
	b) La persoana a II-a singular și plural în propoziții interogative exprimă o rugăminte.	***Will*** you wait for me, please? - Fii bun și așteaptă-mă.

Modal verbs	Rules	Examples
Will	c) Exprimă o acţiune obişnuită repetată, o acţiune inevitabilă.	She ***will*** walk to school every morning. - Obişnuieşte să meargă la şcoală pe jos în fiecare dimineaţă. These fabrics ***will*** not shrink. - Aceste ţesături nu intră la apă. It ***will*** be a hot summer. - Va fi o vară fierbinte.
	d) Exprimă a supoziţie.	That ***will*** be the book you are looking for. - Aceasta bănuiesc că este cartea pe care o cauţi.
Would	I. Se foloseşte la formarea condiţionalului persoana a II-a şi a III-a singular şi plural.	You ***would*** give better results. - Ai da rezultate mai bune. They ***would*** come with you. - Ei ar veni cu tine.
	II. Ca verb modal se foloseşte la toate persoanele	
	a) pentru a exprima o dorinţă, o intenţie	I ***would*** tell you, but you wouldn't let me. - Am vrut să-ţi spun dar nu m-ai lăsat.
	b) Exprimă o invitaţie.	***Would*** you join us? - Vrei să vii cu noi?
	c) Exprimă o rugăminte folosită la persoana a II-a singular şi plural forma interogativă.	***Would*** you kindly shut that door? - Fiţi buni (vă rog) şi închideţi uşa aceea.
	d) Exprimă o acţiune repetată.	He ***would*** go to the mountains every winter. - Obişnuieşte să meargă la munte în fiecare iarnă.
	e) În propoziţii negative exprimă refuz.	I ***wouldn't*** start so early, it isn't necessary. - Nu aş pleca atât de devreme, nu este necesar.
Need	I. Se foloseşte ca verb principal cu sensul a avea nevoie, a-i trebui.	You may take the dictionay, I don't ***need*** it. - Poţi lua dicţionarul, nu-mi trebuie. She bought a new bag as she ***needed*** one. - Ea şi-a cumpărat o poşetă nouă deoarece avea nevoie.

Modal verbs	Rules	Examples
Need	II. Ca verb modal are sensul de a fi nevoie, a fi necesar, obligatoriu.	We ***need*** not give the answer now. - Nu este necesar să dăm răspunsul acum. ***Need*** you stay at home the whole afternoon? - E necesar (nevoie) să stai acasă toată după-amiaza?
	În propoziții negative în absența obligației este sinonim cu must not.	You ***need not*** repeat that again and again. - Nu trebuie să tot repeți aceasta.
	N.B. ***Needn't*** + infinitivul perfect arată că acțiunea era nedorită, nenecesară.	You ***needn't*** have said that. - Nu era nevoie (nu trebuia) să spui asta.
Dare	I. Se folosește ca verb principal cu sensul de a îndrăzni, a risca, a înfrunta, a sfida.	Nobody ***dared*** to question his remarks. - Nimeni nu a îndrăznit să pună la îndoială remarcile făcute de el.
	II. Ca verb modal se folosește a) cu înțelesul mai slab de a îndrăzni, a avea curajul.	He didn't ***dare*** to ask permission to leave. - Nu a îndrăznit să ceară permisiunea să plece. I ***dare*** say you are not right. - Îndrăznesc să-ți spun că nu ai dreptate. They ***dare*** not come in. - Nu au curajul să intre.
	b) Exprimă indignare.	How ***dare*** you behave like that? - Cum îndrăznești să te porți așa?

EXERCISES

I. Answer the questions:

1. What is vital in your job search?
2. When is it advisable to start your job search?
3. Whom should your network of contacts include and why?
4. How can your work ethic and your ability in class help you?
5. What activities can provide contacts with business leaders?

6. How should you look at yourself when you begin to analyse yourself and why?
7. In what way might analysing your education help your decision?
8. What personal qualities should your self-analysis cover?
9. Why is emphasis on work experience important?
10. What special qualifications are employers generally interested in?
11. What are your prospects to further your career?
12. Has your specialized curriculum prepared you for your goal?

II. Give synonyms for:
job, contact, opening, benefit, path, valuable, properly, obviously, to search, to proceed, to attend, to select, right now, in fact.

III. Give adjectives corresponding to the following nouns:
end, commerce, job, impresion, attention, rest, form, mind, hope, occasion, point, prospect, education, confidence, reason.

IV. Fill in the blanks using the prepositions:

in,	by,	with,	*of*,
for,	into,	to.	

1. Professors sometimes hear *of* position openings and ... such cases they can refer you ... the hiring executives.
2. ... attending meetings ... professional associations you can meet the leaders ... your field.
3. Participation ... any activity that provides contacts ... business leaders can open doors ... you now and will ... the future.
4. When you are ready to search ... your career job, you should begin ... analyzing yourself.
5. Qualities that relate ... working ... people are especially important.
6. Work experience ... your career path deserves major emphasis.
7. Any work experience can help develop your skills ... dealing ... people.
8. The ability to speak a foreign language can be very helpful ... certain international businesses.

V. Ask as many questions as possible:
1. Electronics seems to be one of the growth industries at the moment.
2. The applicant believed that work in the enterprise was pleasant and demanding.
3. Candidates with a first level university degree and at least 10 years of experience may be considered.

VI. Fill in the blanks with articles where necessary:
1. Of all ... things you do in life, few are more important than getting ... job.

2. You can begin your job search by building ... network of contacts.

3. ... wider your circle of friends ... more likely you are to make employment contacts.

4. Professors can refer you to ... hiring executives.

5. By attending ... meetings of professional associations, you can meet ... leaders in your field.

6. You should look at yourself much as you would look at ... product or service that is for sale.

7. You should think about ... qualities you have that enable you to do ... work.

8. ... analysis might well begin with ... education.

9. Self-analysis should also include qualifications that might be valuable to ... employer.

10. Qualities that relate to working with ... people are especially important.

11. He is interested in ... position of management trainee advertised in ... current issue of BURSA.

12. It seems to me to be ... kind of field that is expanding and one which is offering ... opportunities we are seeking.

VII. Choose the proper modal verbs:

1. You (shall-will) not leave now. 2. I (shall-will) keep my promise. 3. He (shall-will) probably be present. 4. (Shall-will) you need a dictionary? 5. (Will-shall) someone give him a hand? 6. (Will-shall) the speech be translated into English? 7. (Should-would) you need my help, call me. 8. I (should-would) attend the conference if I had the opportunity. 9. You (shall- will) have a day out next week. 10. You (shall-will) enjoy the play very much. 11. I (shall-will) gladly assist you. 12. Only the best (will-shall) be selected for the championship. 13. You (shall-will) have to fill in an application form. 14. (Will- shall) the interview take place in front of a group of experts? 15. I (should-would) follow a course in marketing in view of my future job. 16. I fear I (shall-will) have to do pretty basic jobs. 17. She (should-would) not take the job as it wasn't very demanding.

VIII. Fill in the blanks with the proper forms of the verbs "will, would, need, dare".

1. She ... have to come. 2. They ... not hear of leaving now. 3. ... I tell you everything again and again? 4. How ... you come so late? 5. He ... be there by the end of the month. 6. ... you listen to me please? 7. I borrowed a dictionary as I ... one. 8. He ... not go there, if it isn't necessary. 9. ... you kindly shut that window? 10. She ... say that she was tired. 11. Nobody ... to disturb them. 12. ... you say that to her? 13. I ... say you are wrong again. 14. Once a week they ... come to visit us. 15. How ... I know what their plans are? 16. I ... not tell you how interesting everything was. 17. They ... tell you, but you ... not listen to them. 18. You ... know better if you read more. 19. These colours ... not fade. 20. You ... have done that. 21. She ... not ask permission to leave.

IX. Finish with a smile

"He has other three jobs, too!"

"Guess what, Ma? I got my first case today ... The government is suing me for my tuition loans."

"Our economics professor talks to himself. Does yours?"

"Yes, but he doesn't realize it - he thinks we're listening!"

X. Translate:

a) 1. Vreţi să repetaţi întrebarea? 2. Vrei să vii cu noi la teatru? 3. Dacă îmi vei aminti să-ţi aduc cartea îţi voi fi recunoscător. 4. Obişnuiesc să-şi petreacă vacanţa la ţară. 5. Nu vrea să recunoască dificultatea temei. 6. Vei fi liber numai după ce îţi termini lucrarea. 7. Nu este nevoie să repeţi exerciţiul. 8. Nu trebuie să iei o hotărâre acum. 9. Nu am îndrăznit să intru. 10. L-am rugat să vină cu noi dar nu a vrut. 11. Vrei să citeşti cu voce tare? 12. Aveţi nevoie de informaţii suplimentare. 13. Întotdeauna are nevoie de sfatul tău. 14. Nu trebuie să te necăjeşti, se va rezolva.

b) 1. Pentru a ocupa postul, solicitantul trebuie să posede diplomă de studii universitare în domeniul administraţiei. 2. Solicitantului i se cere să susţină un interviu, să facă un examen medical, să dea o probă de competenţă şi să aibă experienţă în administraţie. 3. În majoritatea cazurilor se cer cunoştinţe temeinice de limba engleză şi franceză. 4. În coloanele diferitelor periodice apar anunţuri pentru posturi vacante în întreprinderi. 5. Interviul trebuie pregătit cu multă seriozitate pentru a face o bună impresie în vederea obţinerii postului. 6. S-a hotărât să urmeze un curs de administraţie, întrucât domeniul i se pare atrăgător şi de viitor.

UNIT 47

PRESERVING THE ENVIRONMENT

An increasingly important issue of modern times is undoubtedly that of the environment and its preservation. Economic growth, especially over the past few decades of the 20-th century, has adversely affected the relationships between man and his natural environment. A series of activities related to development - such as industrialization, the all-out exploitation of mineral and other resources and the intensification of agriculture - have led to the degradation of the environment. Technological progress, apart from its undisputably favourable effects, has contributed in certain respects to the deterioration of many people's lives. Atmosphere and climate change, deplotion of the ozone layer, the impoverishment of freshwater resources, the pollution of oceans and coastal areas, deforestation and desertification, reduction of the biological diversity are but a few examples of the negative results brought about by modern economic growth.

Investigations have shown that ultraviolet radiation has a multitude of effects on man, animals, plants and materials; most of these effects are demaging. The ozone hole over the Antarctic region has been firmly established and the resulting increase of ultraviolet radiation has been confirmed by measurements.

Degradation of air quality will exacerbate problems related to human health and welfare, will probably increase stress in the biosphere.

The country-side has also been affected by the large-scale use of insecticides. Many people are afraid that fruit and vegetables sprayed with chemicals may have poisonous effects upon the people who eat them.

In areas polluted by refuse deposits, agriculture or mining, for example, the impact of pollution on ground water quality may be very pronounced.

Elevated concentration of heavy metals in ground water may affect drinking water quality.

Recently, however, more and more attention has been focussed on the problems of preserving the environment.

A more rational use of energy and changes in the pattern of energy consumption are efficient means for reducing emissions. Rivers fouled up with industrial chemical waste are now being cleaned.

Environment factors are taken into account in planning and developing human settlements including tourism and its effects on the environment.

Enviromental problems know of no frontiers. Economic growth must take into account the welfare of present and future generations.

At international and national levels the environmental consequences of economic policy decisions must be weighed and given their proper place in decision-making.

Senior Executive Robert, I happen to be in possession of an attractive vacancy announcement for a job at our Environment Division. As I know your qualifications, I was wondering whether you'd be interested.

Young employee Thank you, Mr. Spencer, it is very thoughtful of you. Much depends though on the details. What is it about?

Senior executive The division needs a programme officer with competence and skills in giving expert advice to our Board of Governors on the Company's environmental policy.

Young employee As I know, I have an advanced university degree and some post-graduate experience in environmental matters, especially ecology, zoology, botany, agronomy and related sciences.

Senior executive This is what I thought but, Robert, there's more to it. Apart from fluency in French, which is essential, working knowledge in Spanish or German is required.

Young employee That won't be a problem, Sir. My French is all right and though my German, as my second foreign language, is getting a bit rusty, I could freshen it up in no time.

Senior executive I warn you there'll be a lot of work for you but if you come up to the expectations you may soon end up a promising junior executive.

Young employee I am not afraid of work, Sir, and besides this is an excellent opportunity for me to put into practice the knowledge I acquired as a post-graduate trainee.

Senior executive Very well, then. Give this offer serious consideration and in a couple of days let me hear about your final decision.

VOCABULARY

environment [in'vairənmənt] s. - mediu înconjurător, mediu ambianță

to shift, ed, ed [ʃift] v. - a muta, a transfera, a deplasa, a schimba

shift [ʃift] s. - schimbare, mutare

to deteriorate, ed, ed [di'tiriəreit] v. - a deteriora, a degenera

to assail, ed, ed [ə'seil] v. - a asalta

to damage, ed, ed ['dæmidʒ] v. - a strica, a avaria, a prejudicia

damaging ['dæmidʒiŋ] adj. - distrugător

poisonous ['pɔiznəs] adj. - otrăvitor

refuse ['rifju:s] s. - rebut, deșeu, gunoi

to preserve, ed, ed [pri'zə:v] v. - a păstra, a conserva

pattern ['pætən] s. - schemă, model, tip, tipar

waste [weist] s. - deșeu, pierdere

thoughtful ['θɔ:tfúl] adj. - prevenitor, cu multă grijă, prudent

for the worse - în rău
large-scale use - folosire pe scară mare
to focus attention on - a concentra atenţia asupra
human settlements - aşezări umane
vacancy announcement - anunţ de serviciu
programme officer - funcţionar însărcinat cu programele
advanced university degree - diplomă universitară superioară
apart from - în afară de
to come up to the expectations - a se ridica la înălţimea aşteptărilor
to give serious consideration - a se gândi în mod serios

ADDITIONAL VOCABULARY

Answer the following questions using the additional words:

1. ***What measures are taken to limit and reduce air pollution?***
- policies for combating the discharge of air pollutants
- strategies for the control of major air pollutants
- programmes for reducing sulphur and other noxious emissions
- changes in energy consumption
- updating anti-pollution legislation
- economic incentives for non-polluting industries
- major quatitative standards for air quality, fuel quality and emission limits

2. W***hat financial steps are conceived to prevent pollution?***
- low-interest loans, tax exemption and cash grants for:
- pollution abatement equipment and research
- the purchase of low pollution private cars
- investment in alternative energy resources
- levying of fees on establishments emitting excessive pollutants
- financial incentives for energy saving measures

GRAMMAR

THE ADJECTIVE - DEGREES OF COMPARISON

	Comparația sintetică		
	pozitiv	comparativ	superlativ
I. Adjective monosilabice	tall	taller	the tallest
II Adjective bisilabice terminate în:			
- *y*	pretty	prettier	the prettiest
- *ow*	narrow	narrower	the narrowest
- *er*	clever	cleverer	the cleverest
- *ble*	able	abler	the ablest
	Comparație analitică		
III. Adjective plurisilabice:	interesting	more interesting	the most interesting

Comparativul a) de superioritate b) de egalitate c) de inferioritate Superlativul a) absolut b) relativ c) de inferioritate	 taller than, more interesting than as tall as, as interesting as not so tall as, less tall than, not so interesting as, less interesting than very tall, very interesting the tallest, the most interesting the least tall, the least interesting
Când se compară două lucruri sau ființe se folosește în general comparativul precedat de articolul hotărât iar când se compară trei sau mai multe lucruri sau ființe se folosește superlativul.	John ***is the taller*** of the two brothers. - John este cel mai înalt dintre cei doi frați. John ***is the tallest*** of his classmates. - John este cel mai înalt dintre colegii săi.
În limba engleză există comparative duble care denotă o intensificare ce se redă prin: a) repetare (din ce în ce mai, tot mai)	The days are getting ***shorter*** and ***shorter***. - Zilele devin din ce în ce mai scurte. The problems to solve are ***more*** and ***more*** interesting. - Problemele de rezolvat sunt din ce în ce mai interesante.

b) cu ajutorul unor astfel de cuvinte sau expresii ca: ***far***, ***still***, ***ever***, ***much***, ***a great deal***, etc.	His exercise is ***far better*** than hers. - Exercițiul lui este cu mult mai bun decât al ei. We attach ***ever greater*** significance to this work. - Acordăm tot mai multă importanță acestei activități.
Pentru a reda "cu cât mai ... cu atât mai" se folosesc două comparative precedate de ***the***.	***The longer*** the days ***the shorter*** the nights. - Cu cât sunt zilele mai lungi cu atât sunt nopțile mai scurte. ***The more*** you study ***the better*** you know your lesson. - Cu cât înveți mai mult cu atât știi mai bine lecția.
Superlativul absolut se mai poate forma cu ajutorul următoarelor adverbe: ***extremely***, ***terribly***, ***exceedingly***, ***quite***.	This is an ***extremely*** attractive book. - Este o carte foarte frumoasă. They lived in a ***terribly*** noisy street. Locuiau pe o stradă foarte zgomotoasă.
Most se folosește numai în cazul adjectivelor cu comparație analitică.	It was a ***most*** beautiful day. - Era o zi foarte frumoasă.
Superlativul relativ al tuturor adjectivelor poate fi accentuat prin ***far*** și ***by far***.	This homework is ***far*** more difficult than the previous one. - Această temă este cu mult mai dificilă decât cea precedentă. Yesterday's trip was less enjoyable than we expected ***by far***. - Excursia de ieri a fost cu mult mai puțin agreabilă decât ne așteptam.

EXERCISES

I. Answer the questions:

1. What are the factors generating damage to environment? 2. What is the relation between technical progress and the quality of life? 3. What are the consequences of air pollution? 4. In what way has the country-side been affected? 5. What is the effect of heavy metals concentration in ground water? 6. How can changes in the pattern of energy consumption help preserve the environment? 7. Why are planning of human settlements and the development of tourism important for preserving the environment? 8. Can you name a few international bodies concerned with environmental problems?

II. Give synonyms for:

impact, frontier, welfare, growth, opportunity, multitude, fundamental, final, to confirm, to focus, to weigh, to consider, to alter, to take into account, apart from, to be thoughtful.

III. Translate into Romanian and explain:

- environmental protection
- non-waste technology and production
- a wide-ranging study
- decision-making

IV. Fill in the blanks using the prepositions:

to, on, with, over, in, at, *of*, upon, by.

1. Industrialization, the all-out exploitation *of* mineral and other resources, the intensification ... agriculture have led ... the degradation ... the environment.

2. Investigations have shown that ultraviolet radiation has a multitude ... effects ... man, animals, plants and materials.

3. Degradation ... air quality will exacerbate problems related ... human health and welfare.

4. The ozone hole ... the Antarctic region has been firmly established.

5. People are afraid that fruit and vegetables sprayed ... chemicals may have poisonous effects.

6. Elevated concentration ... heavy metals ... ground water may affect drinking water quality.

7. ... areas polluted ... refuse deposits, the impact ... pollution ... ground water quality is very pronounced.

8. He has an advanced university degree and some post-graduate experience ... environmental matters.

9. ... international and national levels the environmental consequences ... economic policy must be given their proper place ... decision-making.

V. Fill in the blanks with articles:

1. ... quality of many people's lives has deteriorated because of technological progress. 2. ... ozone hole over ... Antarctic region has been established and ... resulting increase of UV radiation has been confirmed. 3. Recently certain counter- measures against ... destruction of ... environment have been introduced. 4. Pollution control policies have both ... direct and ... indirect impact on employment. 5. Ultraviolet radiation has profound effects on ... immune system particularly that of ... skin. 6. Clean technologies may also provide for ... reduction in investment costs. 7. In ... number of countries energy policies include, or even focus on energy conservation. 8. ... effects of UV radiation depend not only on ... intensity and length of exposure to .. radiation but also on ... quality of ... radiation.

VI. Ask as many questions as possible:

Clean technologies may also provide for a reduction in investment costs, mainly because of energy and raw material savings.

VII. Add "over" to the words below and use them in sentences of your own:
exposure, populate, sensitive, act, burden, charge, flow, cast, grow, come, do, night, seas, shadow.

VIII. Develop on these ideas:
The relationship between economic development and environmental impact was recognized at the first United Nations Conference on the Human Environment (Stockholm, 1972). It was also the focus of the work of the United Nations World Commission on Environment and Development, which was convened in 1987.

However, little was done to integrate, in practical terms, concerns for development and the environment in planning and decision-making. In December 1989, the United Nations General Assembly called for a conference that would take steps to reverse global environmental deterioration and establish the basis for a sustainable way of life as we move into the twenty-first century.

IX. Select suitable adjectives for the following nouns:

- environment	- growth
- pollution	- atmosphere
- consumption	- waste
- radical	- polluted
- urban	- dangerous
- poisonous	- efficient
- clean	- advanced
- rapid	- rational
- healthy	- considerable

X. Give the comparative and superlative degrees of the following adjectives:
sad, gray, big, rich, lovely, heavy, simple, mild, few, broad, hard, hot, yellow, serious, important, fresh, severe, powerful.

XI. Use the adjectives in the brackets in the proper degrees of comparison:
1. Yesterday we had a very hot day, but today it is much (hot). 2. It isn't any (cold) today than it was yesterday. 3. In spring flowers have (bright) colours. 4. In winter we have (low) temperatures. 5. Spring and autumn are (good) seasons in Bucharest. 6. Today we are (little) busy than usual. 7. In September we may have some of (lovely) autumn days. 8. This year we have (heavy) rains than usual. 9. Winters in Romania are (severe) than in the southern parts of the continent. 10. Recently (much) attention has been given to the problems of environment. 11. Polluted atmosphere is (bad) in the intensely industrialized areas. 12. Economic growth must have in view (good) life for the present and future generations.

XII. Choose the correct form of adjectives given in brackets:

1. This is (newest, newer) residential district. 2. Mary is (younger, youngest) daughter of the two girls. 3. They decided that your composition is (best, better) of the two. 4. It was (worst, worse) example of all. 6. She is (tallest, taller) of the three sisters. 7. I like this part (best, better). 8. The (more, most) populated areas of the world are faced with serious problems generated by pollution. 9. It is (better, best) to consider the environmental factors in planning human settlements.

XIII. Finish with a smile

"He keeps using these dreadful four-letter words around me like cook, bake, wash..."

Mistress "You will cut and roll the lawn, weed the gravel path, pot some chrysanthemums, glen all those rose-bushes, clean out the greenhouse, and see to the heating apparatus and ..."

New Gardner "Excuse me, madam, but this is a day's work or a five-year plan?"

XIV. Translate:

a) 1. Anul acesta am avut o iarnă mai aspră ca de obicei. 2. Noaptea trecută vântul a fost foarte puternic. 3. Toamna este tot atât de caldă ca primăvara. 4. Exercițiile sunt mai grele. 5. Știe tot atât de bine engleza ca toți colegii săi. 6. Astăzi a fost mai puțin cald ca ieri. 7. El rezolvă problemele cele mai grele. 8. Locuiesc în zona cea mai veche a orașului. 9. Este partea orașului cea mai bogată în monumente. 10. Se dă o importanță tot mai mare prevenirii degradării mediului înconjurător. 11. În prezent poluarea atmosferei este cu mult mai accentuată decât acum câțiva ani.

b) 1. În ultimii treizeci de ani mediul înconjurător s-a deteriorat în mare parte datorită progresului tehnologic. 2. Dezvoltarea economică neîntreruptă a modificat radical relația dintre om și mediul înconjurător. 3. Cercetările au dovedit că expunerea excesivă la radiațiile ultraviolete are efecte dăunătoare asupra omului, animalelor, plantelor și materialelor. 4. În regiunile poluate de concentrări sporite de metale grele în apele freatice apa potabilă este mult afectată. 5. Se iau măsuri pentru curățarea fluviilor infectate cu reziduuri industriale. 6. Specialiștii se preocupă de efectele negative asupra mediului legate de stratul de ozon din regiunea Antarcticei.

UNIT 48

LONDON

London, the capital of Great Britain, its political, administrative, economic, cultural and educational centre, occupies the site of a nucleus dating from pre-Roman times, stretching for nearly thirty miles from east to west.

The population of London with its suburbs is more than nine million.

Central London is mainly divided in four sections: the City, the Port, the East End and the West End. The City is the commercial and business centre of the United Kingdom. Within its square mile lie the Bank of England, the Stock Exchange, Lloyd's, the head offices of the principal banks and insurance companies, the Bankers' Clearing House, the Head Quarters of the Port of London Authority.

London's prime economic importance is ensured by its banking, commercial and financial activity, large scale industry - printing, clothing, food processing, paper, chemicals, furniture, electrical and mechanical, engineering, plastics, small scale specialized products.

The most famous monument of the Middle Ages in the City are doubtlessly Saint Paul's Cathedral with its Painters' Corner and the Tower of London, a treasure of medieval architecture.

The Tower of London which was for centuries a fortress, a castle and a jail for political prisoners is today a barracks, an armoury and a museum.

Closely allied to the City, the Port of London has been extended and modernized to rank among the largest ports in the world.

The East End is the poorer section of London. It is mostly inhabited by workers and a large settlement of foreigners engaged in small businesses.

The West End is the fashionable residential district. In the West End we find Buckingham Palace, the royal residence, the Houses of Parliament (or Palace of Winstminster) with the great bell, commonly called Big Ben, and the beautiful Westminster Abbey with the Poets' Corner.

Whitehall - the administrative centre of the United Kingdom and a synonym for government, as all government offices are situated here and the Broadcasting House (the B.B.C.) are also in the West End.

Nearby is No. 10, Downing Street, which for more than two centuries has been the official residence of the Prime Minister.

London is also famous for its art galleries and museums as the National Gallery housing the main European Schools of painting, the Tate Gallery exhibiting British painting, modern foreign painting and sculpture, and the British Museum with its famous library and one of the richest collections of antiquities in the world.

In the West End are also the largest cinemas and music halls, luxurious hotels and restaurants as well as large shops in Piccadily, Bond Street, Regent Street, Oxford Street, to mention only some of the busiest shopping centres.

London takes great pride in its parks and gardens. Hyde Park with its Speakers' Corner, Kensington Gardens, Regent's Park being among the best known so called "lungs of London".

Peter I finally arranged to go to London for a week. You have seen that city several times, Harry, what do you advise me to see first?

Harry The Guide Book will certainly tell you everything about it. Besides, it's a matter of taste and special interest.

Peter Yes, I know. No doubt, I'll go to see the Tower, St. Paul's Cathedral, Buckingham Palace, the Palace of Westminster, Whitehall... Than what next?

Harry If you want to see one of the best art museums and galleries in the world go and see the Tate Gallery and the National Gallery. Don't miss the Wallace Collection, which is a gem in the way of fine arts.

Peter Do you think I'll have time enough to see other museums besides the British Museums and the Albert and Victoria Museum?

Harry Hardly. With luck and good organization you might just find a little time to have a glimpse of the Imperial War Museum.

Peter This is not much, I'm afraid.

Harry It's enough, considering the short time you'll have at your disposal. But, after all, this is your first trip to London. It will open your appetite to come back some other time.

VOCABULARY

site [sait] s. - poziție, loc, amplasament

nucleus, ei ['nju:kliəs] s. - nucleu

to date, ed, ed [deit] v. - a data

suburb ['sʌbə:b] s. - suburbie

mainly ['meinli] adv. - în principal

to insure, ed, ed [in'ʃuə] v. - a asigura

insurance [in'ʃuərəns] s. - asigurare

insurer [in'ʃuərə] s. - asigurator

to print, ed, ed [print] v. - a tipări, a imprima

printing ['printiŋ] s. - tipar, tipăritură

to process, ed, ed [prə'ses] v. - a prelucra

processing [prə'sesiŋ] s. - prelucrare

to doubt, ed, ed [daut] v. - a se îndoi, a pune la îndoială

doubtlessly ['dautlisli] adv. - fără îndoială

treasure ['treʒə] s. - comoară

medieval [medi'i:vəl] adj. - medieval

fortress ['fɔ:tris] s. - fortăreață, cetate

castle ['ka:sl] s. - castel

jail [dʒeil] s. - închisoare
prison ['prizn] s. - închisoare
prisoner ['priznə] s. - prizonier, deţinut
barracks ['bærəks] s. - baracă, cazarmă
armoury ['a:məri] s. - colecţie de arme
to settle, ed, ed ['setl] v. - a se aşeza, a se stabili
settlement ['setlmənt] s. - aşezare
settler ['setlə] s. - emigrant, colonist
fashionable ['fæʃnəbl] adj. - modern
commonly ['kɔmənli] adv. - obişnuit
bell [bel] s. - clopot
famous ['feiməs] adj. - renumit, cunoscut
to house, ed, ed [hauz] v. - a adăposti, a depozita
sculpture ['skʌlptʃə] s. - sculptură
to collect, ed, ed [kɔ'lekt] v. - s colecţiona
collection [kɔ'lekʃən] s. - colecţie
antique [æn'ti:k] adj. - vechi
antiquity [æn'tikwiti] s. - antichitate, antichităţi, lucruri vechi
luxurious [lʌg'zjuəriəs] adj. - luxos, somptuos
The Stock Exchange - bursa
large scale - pe scară mare
small scale - pe scară mică
the Middle Ages - evul mediu
the Tower of London - Turnul Londrei
closely allied - în imediată apropiere, în vecinătate
to rank among - a se situa printre
to be engaged in small business - a se ocupa cu comerţul mărunt
government offices - clădiri guvernamentale
the Broadcasting House - sediul radioului
to take pride in - a se mândri cu

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***If you are in a big city under what circumstances would you ask?***

Would you mind telling me the way to ...?
Are there no trains running here?
Can you direct me to ...?
Is this the right way to ...?
Are we in the right bus for ...?
Is it much of a walk?
Do I take this street or that?
Which is the quickest way to ...?
Could you put me right?

2. ***Will you find these answers helpful? State under what circumstances.***

Turn to the left/right!
Go straight on!
Trolley busus, buses run till ... o'clock.
This way please!
Take the first turning to the right/left.
At the next crossroads turn to the left.
It is on the right hand side.
It's just round the corner.
You are still someway off ...
It's quite a distance.
Cross the street under the green light!
The red light is on.
Look out when crossing!

3. ***While in a big city why is it important to know something about:***

crossing;
crossroads;
roundabout;
traffic lights;
pedestrian crossing;
crossroads with precedence;
sign post;
rush hours?

GRAMMAR

THE ADJECTIVE - IRREGULAR DEGREES OF COMPARISON

Pozitiv	Comparativ	Superlativ
good - bun	better - mai bun	the best - cel mai bun
bad, ill - rău, bolnav	worse - mai rău, mai bolnav	the worst - cel mai rău, cel mai bolnav
much - mult many - mulți, multe	more - mai mult, mai mulți, mai multe	the most - cel mai mult, cei mai mulți, cele mai multe
little - puțin	less - mai puțin	the least - cel mai puțin
old - vechi, bătrân	older - mai vechi, mai bătrân elder - mai în vârstă, mai bătrân, cu referire la persoane din aceeași familie	the oldest - cel mai vechi, cel mai bătrân the eldest - cel mai bătrân, cu referire la persoane din aceeași familie

Pozitiv	Comparativ	Superlativ
far - depărtat	farther - mai depărtat, celălalt further - mai depărtat, suplimentar, adițional	the farthest - cel mai depărtat the furthest - cel mai depărtat
late - târziu	later - mai târziu the latter - cel de-al doilea, ultimul din doi	the latest - cel mai târziu, cel mai recent, cel mai nou the last - ultimul
near - apropiat	nearer - mai apropiat	the nearest - cel mai apropiat the next - următorul

EXERCISES

I. Answer the questions:

1. Where is London located? 2. What is its population? 3. Which are the four sections of Central London? 4. What is the City of London famous for? 5. What is the Port of London? 6. What is the East End and who lives there? 7. What important buildings can be found in the West End? 8. What do you know about the cultural- artistic life of London? 9. Which are the best known shopping centres? 10. Why are Londoners proud of their parks?

II. Give synonyms for:

site, nearly, mainly, doubtless, commonly, famous, to stretch, to house, to take pride in.

III. Fill in the blanks using the prepositions:

within, in, for, *of*, by, with.

1. The City is the commercial and business centre ***of*** the United Kingdom. 2. ... its square mile lie the Bank of England, the Stock Exchange, Lloyd's and the head offices ... the principal banks and insurance companies. 3. London's prime economic importance is ensured ... its banking, commercial and financial activity. 4. The most famous monuments ... the Middle Ages ... the City are Saint Paul's Cathedral ... its Painters' Corner and the Tower of London, a treasure ... medieval architecture. 5. The East End is mostly inhabited ... workers and a large settlement ... foreigners engaged ... small businesses. 6. London is also famous ... its art galleries and museums. 7. No. 10, Downing Street has been the official residence ... the Prime Minister ... more than two centuries. 8. ... the West End we find Buckingham Palace, the royal residence, the Houses ... Parliament ... the great bell, commonly called Big Ben and the beautiful Westminster Abbey ... the Poets' Corner.

IV. Form words of the same root and state what part of speech they are:
to divide, to doubt, to settle, commerce, centre, house, collection.

V. State the difference in meaning of:

to stretch	stretcher
to expend	expence, expension
to extend	extent, extension
to spread	spreading

VI. Insert articles wherever necessary:
1. ... Tower of London which was for centuries ... fortress ... castle and ... jail for political prisoners. 2. ... West End is ... poorer section of London. 3. ... West End is ... fashionable residential district. 4. No. 10, Downing Street has been for more than two centuries ... official residence of ... Prime Minister. 5. ... National Gallery houses ... main European Schools of painting. 6. ... British Museum has one of ... richest collections of antiquities in ... world. 7. ... Whitehall is ... administrative centre of ... United Kingdom.

VII. Choose the correct adjectives:
my (older-elder) brother
the (last-latest) news
the (farthest-furthest) corner
the (nearest-next) room
the (oldest-eldest) street
the (last-latest) exam

VIII. Use the proper degrees of comparison:
1. Mary is (old) John. 2. There no (many) twenty people present. 3. They said they could not walk any (far). 4. When did you meet him (late)? 5. He is waiting for you in (near) room. 6. The national art collection is (good) the European one. 7. His answer was (bad) mine. 8. It is (little) I can do. 9. She is going to give us (far) details. 10. He promised to join us (late). 11. The (near) house was built a year ago. 12. It was (bad) winter in years. 13. Have you nothing (far) to say? 14. That is of (little) importance of all.

IX. Fill in the blanks with the suitable forms of adjectives or adverbs in brackets:
1. (fast, good) the ... you solve the problem the ... . 2. (much, good) the ... you read, the ... your pronunciation. 3. (little, bad) the ... she works, the ... . 4. (good) You had ... write the translation now. 5. (bad) if he doesn't behave himself so much, the ... for him. 6. (good) Did you notice that he speaks English ... and ...? 7. (little) She is ... and ... interested in doing this job. 8. (hard, good) the ... she works the ... her knowledge of English.

X. Translate:

a). 1. Cei mai mulți dintre noi sunt buni specialiști. 2. Astăzi am mai puțin timp, dar mâine voi trece să te văd. 3. S-au așezat în cel mai îndepărtat colț al camerei. 4. Cel mai mare dintre frați a hotărât să se facă doctor. 5. Dacă vii mai târziu mă găsești la bibliotecă. 6. Este ultimul său volum de versuri. 7. Am nevoie de material suplimentar ca să termin lucrarea. 8. Voi pleca în concediu nu mai târziu de 20 august. 9. Recent s-a publicat cel mai bun roman al său. 10. Această lucrare ai rezolvat-o mult mai bine. 11. În Londra sunt mai multe parcuri decât în alte orașe mari. 12. West End este cea mai bună zonă a Londrei. 13. Downing Street Nr. 10 este de peste două secole reședința primului ministru britanic. 14. În East End sunt mai puține locuri renumite decât în West End.

b). Important încă din perioada saxonă, portul Londrei se întinde în prezent pe o suprafață de 25 mile de-a lungul Tamisei, de la Tower Bridge până la Tilbury.

Principala importanță economică a Londrei decurge din rolul acesteia ca centru internațional bancar, comercial și financiar. În perioada ultimelor decenii marea industrie a fost mutată către periferia Capitalei și chiar mai departe. Printre industriile scoase din perimetrul orașului se numără cele din ramurile imprimeriei, îmbrăcămintii, prelucrării alimentelor, hârtiei, produselor chimice, mobilei, ingineriei electrice și mecanice, plasticelor etc.

Londra ocupă de mult o poziție unică în viața națiunii britanice ca centru politic, administrativ și juridic, precum și ca centru educațional, artistic și cultural. Capitala Regatului Unit adăpostește numeroase instituții de cultură, știință și artă printre care British Museum, Victoria and Albert Museum, Science Museum, Tate Gallery și The National Gallery. De multe secole Londra a reprezentat principalul centru al vieții artistice britanice. William Shakespeare și-a prezentat o mare parte din tragediile și comediile sale pe scena vestitului teatru Globe din Londra.

UNIT 49

SPORTS

The word "sports" generally means any physical activity that people do for pleasure. There are two general types of sports. There are games like (1) basket ball, football, or track and field, which are played by trained athletes, and (2) any kind of physical activity, such as swimming, hunting, fishing. The earliest known record of a formal athletic event is that of the games held at Olympia, Greece., beginning in 776 B.C. Organized sport is a rather recent (late nineteenth-century) development, but informal sports seem to have had a place in the history of the whole world.

Modern sports may be put into five groups: athletics, ball games, war games, work games and transportation games.

Athletics: includes all contests in which athletes match their skills in speed, jumping, and strength. Sports belonging to this group are: all events of track and field, wrestling, weight-lifting, swimming, diving, figure skating and speed skating. Europeans usually see the term

"I worned you I was no match for him...
Your wife's divorce lawyer is one of the best in the country."

"athletics" to mean track and field events only; in the U.S.A. the word is used to mean almost any physical activity that is also a sport.

Ball games: This term means any game or contest in which some kind of ball is used. These ball games are: football, rugby, basketball, volleyball, baseball, bowling, tennis, golf, lacrosse and ice hockey.

War Games: Among sports which originated in war like activities are boxing, fencing, and the target sports such as archery and shooting.

Work Games: are not organized sports and they are not popular everywhere. Rodeo, chopping, and log contests are popular in certain places in North America. Hunting and fishing are still common sports, more popular sports in many parts of the world.

Transportation Sports: Among these are: auto-racing, horse-back riding, skiing, rowing, climbing and airplane racing.

George What would you say about sports in Romania?

Paul Today in Romania there is a vast network of sports clubs and associations giving everybody a chance to go in for his favourite sport.

George Well, I suppose you have some most popular games which are practised in your country?

Paul Yes, we have. The most important sporting event in Romania is the National Games in which teams compete in more than 20 diferent sports, like football, volleyball, baseball, tennis, boxing, skiing, gymnastics, etc.

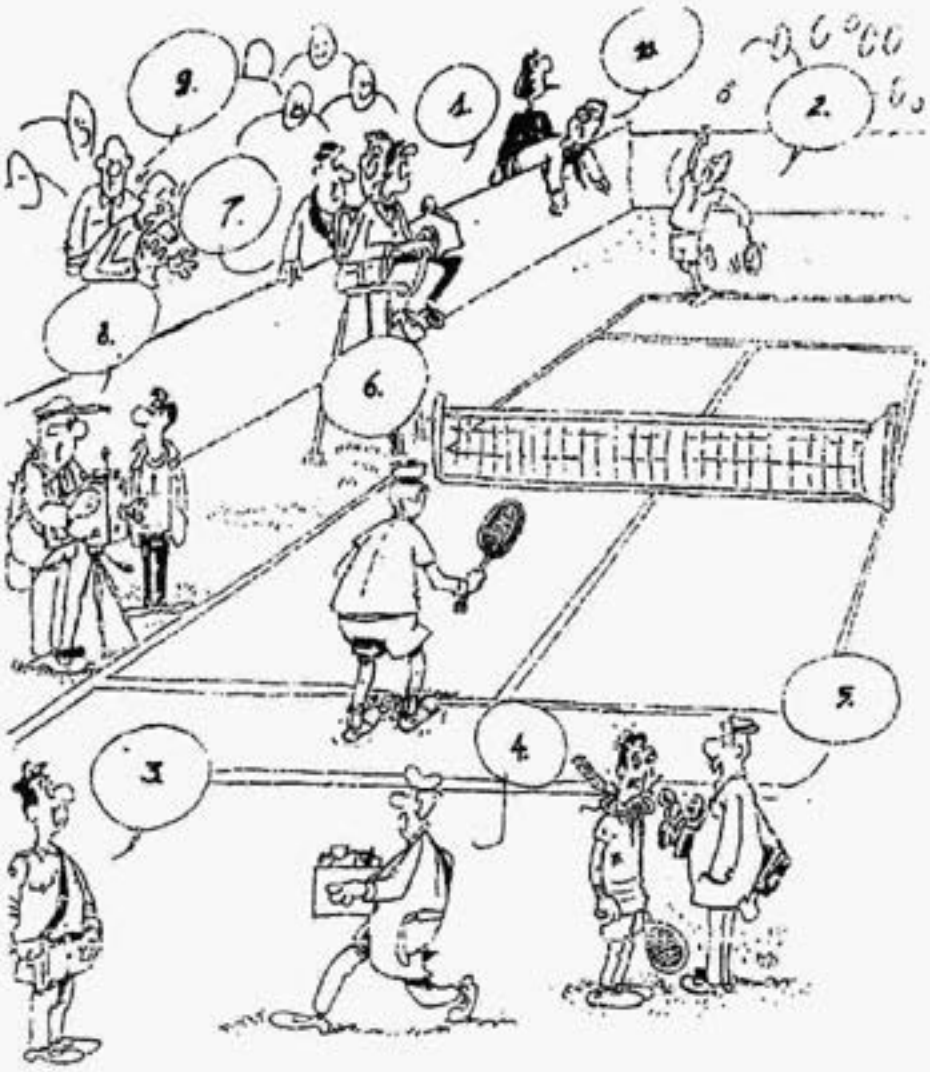
George Well, Great Britain is the originator of many sports. National sport is cricket and football, that is soccer or rugger.

Paul What about tennis, golf and horse-racing?

George Oh, yes. Tennis and golf are played all the year round - on hard courts, or grass courts in summer. Horse-racing is one of the most popular sports.

Paul I've been told that there are no winter sports in England.

George Well, you see, the English winter isn't very severe, we don't often have the chance of skiing, or tobogganing as you have. But winter is the great time for hunting in England.



Verbal volleys

Can you match each of the numbered characters with an appropriate caption from below:

A — "Hey, watch where you're pushing."

B — "Ladies and gentlemen, will you be quiet please?"

C — "Strawberries and crea only £ 10.00 a punnet!"

D — "It certainly looks like racquet abuse to me!"

E — "You're nicked for illegal trading, John!"

F — "What's happening, I can't see a thing through these dark glasses!"

G — "Hang on, one of my contact lenses has come loose."

H — "Oops, sorry mate!"

I — "Come on, this is boring, let's go and have a pint!"

J — "Here it comes, sucker, ready or not!"

VOCABULARY

game [geim] s. - joc
basketball ['ba:skitbɔl] s. - baschet
football ['futbɔl] s. - forbal
athlete [æθ'li:t] s. - atlet
swimming ['swimiŋ] s. - înot
hunting ['hʌntiŋ] s. - vânătoare
fishing ['fiʃiŋ] s. - pescuit
informal [in'fo:məl] adj. - neoficial
athletics [æθ'letiks] s. - atletism
war [wɔ:] s. - război
transportation [tra:nspɔ'teiʃən] s. - transport
jumping ['dʒʌmpiŋ] s. - săritură
event [i'vent] s. - (aici) manifestare sportivă
diving ['daiviŋ] s. - săritură în apă
skating ['skeitiŋ] s. - patinaj
to mean, meant, meant [mi:n, ment, ~] v. - a însemna
association [əsousi'eiʃən] s. - asociație, societate
chance [tʃa:ns] s. - șansă, ocazie
team [ti:m] s. - echipă
to compete [kɔm'pi:t] v. - a concura
severe [si'viə] adj. - sever, aspru
strength ['strengθ] s. - forță, rezistență
contest ['kɔntest] s. - întrecere sportivă
mat [mæt] s. - rogojină
bowling ['bouliŋ] s. - joc cu bile, joc de popice
fencing ['fensiŋ] s. - scrimă
target ['ta:git] s. - (aici) țintă
archery ['a:tʃəri] s. - tragere cu arcul, (fam.) sportul arcașilor
shooting ['ʃu:tiŋ] s. - vânătoare, tir
chopping ['tʃpiŋ] s. - tăiere (de lemne în pădure)
to ride, rode, ridden [raid, roud, ridən] v. - a călări
sledge [sledʒ] s. - sanie
rowing ['rouiŋ] s. - vâslit, canotaj
climbing ['klaimbiŋ] s. - alpinism
log [lɔg] s. - buștean
racing ['reisiŋ] s. - cursă, alergare
network ['netwə:k] s. - rețea
track and field - atletism ușor
to match the skill - a încerca îndemânarea, talentul
weight-lifting - ridicarea greutății, haltere
figure skating - patinaj artistic
to go in for - a practica
hard-courts - teren special amenajat cu zgură
to take up - a relua
judo suit - costum pentru judo

VOCABULARY PRACTICE

Answer the following questions using the additional words:

1. ***What are your favourite sports?***

cycling;
horse-racing;
lawn-tennis;
athletics;
mountaineering;
table-tennis;
basketball.

2. ***What English sports do you know?***

cricket;
soccer;
badminton;
chess;
shooting;
fencing;
golf;
draughts;
callisthenics;
diving.

3. ***What is cricket? golf?***

A game played in the grass courts, by two sides of eleven players each, with a ball, lot and wickets.

A game in which a small haul rubber ball must be driven into each series of (0 or 18) holes by striking a golf-club. The play is played on golf-links.

4. ***Is there any difference between football and rugby?***

5. ***Are track and field events included in Olympic Games?***

6. ***What sports do you go in for?***

high-jumping;
race-running;
swimming;
pole-vaulting;
weight-lifting;
gymnastics;
long jumping;
diving;
javeline throwing;
skiing;
wrestling;
water polo.

7. ***Here are some sports terms for general use:***

giving up - abandon

drop out - (a) abandona
sports - activitate sportivă
opponent - adversar
enter - a se afilia
sport announcement/sporter - afiş sportiv
heat for time/time trial - alergare contra cronometru
record breaking - ameliorare
sport-antagonist - antisportiv
coach/trainer - antrenor
engine/sport apparatus - aparat sportiv
refereeing - arbitraj
judge/referee/umpire - arbitru
warning - avertisment
qualifying standards - barem
placing/ranking - clasament
disqualify - a descalifica
cup - cupă
challenge cup - cupă transmisibilă

GRAMMAR

THE NUMERAL

»*Numeralul cardinal* se foloseşte la indicarea cantităţilor şi la numărat		»*Numeralul ordinal* indică poziţia într-o serie	
1	one	the first	1st
2	two	the second	2nd
3	three	the third	3rd
4	four	the fourth	4th
5	five	the fifth	5th
6	six	the sixth	6th
7	seven	the seventh	7th
8	eight	the eigth	8th
9	nine	the nineth	9th
10	ten	the tenth	10th
11	eleven	the eleventh	11th
12	twelve	the twelfth	12th
13	thirteen	the thirteenth	13th
14	fourteen	the fourteenth	14th

20	twenty	the twentieth	20th
30	thirty	the thirtieth	30th
100	a (one) hundred	a (one) hundredth	100th
1,000	a (one) thousand	a (one) thousandth	1,000th
1,000,000	a (one) million	a (one) millionth	1,000,000th
325	three hundred and twenty five	the three hundred and twenty fifth	325th
1,250	a thousand two hundred and fifty	a thousand two hundred and fiftieth	1,250th

Fractional Numerals (Numerale fracționale)		Adverbial Numerals (Numerale adverbiale)	Multiplicative Numerals (Numerale multiplicative)
Common	Decimal		
1/2 a half	0.2 - nought point two	once - o dată	single
1/3 a third	0.03 - nought point nought three	twice - de două ori	double (twofold)
1/4 a fourth	2.302 - two point three nought two	thrice - de trei ori	threefold
2/5 two fifths		three times	
		four times	fourfold

Distributive Numerals (Numerale distributive)	Collective Numerals (Numerale colective)
- one by one; two by two; three by three etc.	a couple (2 elements)
- one at a time; two at a time etc.	half a dozen (6 elements)
- by twos; by threes etc.	dozen (12 elements)
- two and two; three and three etc.	long dozen (13 elements)
- every other day; every two days etc.	half a score (10 elements)
	gross (12 dozens)
	score (20 elements)

EXERCISES

I. Answer the questions:

1. What does the word "sports" mean? 2. How can sports be divided? 3. When and where was the earliest record of an athletic event held? 4. What are the five groups of modern sports? 5. What does athletics include? 6. What do you mean by ball games? 7. What are work games? 8. What is interesting or good about practising judo?

II. Say it in English:

joc sportiv, înot, vânătoare, activitate fizică, atletism, ridicarea greutății, patinaj artistic, tenis de masă, tenis de câmp, patinaj viteză, călărie, ski, canotaj, box, scrimă, tir

III. Give synonyms for:

type, informal, term; severe winter; all the year round; most popular; grass courts; chance; to go in for; originator; strength; to play an injust part in; catching, terrible, to join a club

IV. Use "for", or "since" in the blank space:

1. That man has been fishing ... three hours. 2. I haven't played football ... 1970. 3. Those 300 athletes have been training ... four weeks. 4. That game has been going on ... two o'clock. 5. Those two boys have been wrestling ... about 1/2 an hour. 6. Those children have been skiing ... they were six years old. 7. That man has been watching you practising judo ... 7 o'clock.

V. Fill in the blanks with the correct form of the verb:

fish, fishing	1. I enjoy ...
ski, skiing	2. ... is a winter sport
box, boxing	3. One Olympic sport is ...
race, racing	4. The English are good at ...
swim, swimming	5. My sister likes to ...
jump, jumping	6. I care ... a long way
wrestle, wrestling	7. I told the boys to stop ...
run, running	8. ... is good exercise
fence, fencing	9. The young men were learning to ...
dive, diving	10. I always watch the ... contests.

VI. Say and write the following:

127	1.255	0.02	1/4	1 2/2
333	4.005	2.04	2/3	5 1/2
203	5.400	3.22	3/3	2 2/2
111	1.984	5.41	5/6	1 9/10
222	2.222	6.50		

VII. Give an ordinal number for the following:
2; 5; 83; 16; 116; 2,200; 601; 28.

VIII. Read the following telephone numbers:
663 10 28; 613 78 46; 312 41 81; 633 10 74; 311 06 01

IX. Fill in the gaps with the words missing:

everywhere, sports, still, with, fishing, to, pain, about, you.

1. Work games are not organized ... and they are not popular. 2. Hunting and ... are ... common sports in many parts of the world. 3. It's wonderful to mix ... people who don't talk ... you about their work. 4. What don't you like ... it. 5. Judo also teaches ... that ... is not so terrible.

X. Look at the table below and ask and answer questions as follows:

A. What number is in box 1a? - It's ...

What number is in box 3b? - It's ...

	1	2	3	4	5
a	17	13	90	30	15
b	50	80	18	19	70

B.

11 = eleven
78 = seventy-eight
324 = three hundred and twenty-four
412 = four hundred and twelve
6,911 = six thousand, nine hundred and eleven
47,433 = forty seven thousand, four hundred and thirty-three
964,010 = nine hundred and sixty four thousand and ten

Ask and answer questions as in A above

	1	2	3	4	5
a	432	94	811	503	999
b	3,802	4,812	9,613	7,221	5,002
c	94,072	300,506	801,200	736,428	711,004

C. 48.5 = forty eight point five

201.05 = two hundred and one point 0 five (or, zero five)

2 1/2 = two and a half, 2 1/4 = two and a quarter

2 4/5 = two and four fifths

Ask and answer questions as in A & B above

	1	2	3	4
a	22.75	4.213	0.68	0.06
b	3 1/3	4 3/4	5 2/3	8 9/10

XI. Translate the following words and phrases and group them according to "lawn tennis", "baseball" and "football".

choice of service, choice of sides, foot-fault, judge, advantage, order of receiving, side line ball, basket ball coach, jump ball, run with the ball, long shoot, shoot for a goal, multiple free throw, goal-average, offensive player, free thrower, unguarded player, to clear the ball first game, first round, grip, request for time-out, line-up/composition, volleyball team, passing touch, push, pattern of attack front court, scorer, shifting/switching soccer.

XII. Finish with a smile:

Read and remember:

a) Is he really as fast a runner as they say?

Is he fast? Say, he can run so fast that all men he races with have to run twice as fast as he does to keep up with him.

"Reading from left to right... $16,500 tuition, $14,600 tuition, $14,000 alimony."

"It's for you again."

b) The champion athlete in bed with a cold was told that he had a temperature.

"How high is it, Doctor?" he asked.

"A hundred and one".

"What's the world's record?"

XIII. Translate into English:

a) 1. Am douăzeci de ani, locuiesc în București pe str. Toamnei la nr. 320. 2. Repetă de două ori ca să fii auzit. 3. Am jucat cel de-al patrulea meci de fotbal. 4. Poți să numești 6 jocuri cu mingea? 5. M-am născut la 30 martie 1940. 6. Se întorceau acasă doi câte doi. 7. Am cumpărat douăzeci de echipamente pentru gimnastică. 8. Am văzut acest film de trei ori. 9. Tot la două zile își cumpără 2 kg de portocale.

b) 1. Ce manifestări sportive vor avea loc la sfârșitul acestei luni? 2. Sportivii români au obținut la marile întreceri sportive internationale rezultate remarcabile la gimnastică, handbal, volei, tenis de câmp și tenis de masă, tir, lupte și alte ramuri sportive. 3. În România există o rețea largă de cluburi de sport și de asociații sportive oferind o gamă variată de activități sportive iubitorilor de sport. 4. Mii de spectatori ovaționând (cheering) au inundat (to pour out) terenul de fotbal când fluierul final a pus capăt mult așteptatului meci cu scorul de 2 - 2. În prima repriză Steaua a dat primul gol; după cincisprezece minute de luptă intensă unul dintre centrii înaintași (centre forward) a marcat chiar din interiorul cercului și a egalat. A fost un șut (shoot) superb în colțul din dreapta al porții (net), deși portarul a făcut un salt (leap) să prindă balonul, dar în zadar.

c) — Ce faci sâmbătă?

— Nu știu încă. De ce?

— Joc tenis cu câțiva prieteni și mă întrebam dacă n-ai vrea să joci și tu.

— Păi, nu știu. Am nevoie de șort pentru tenis și probabil pantofi pentru tenis.

— Nu. Nicidecum. Un trening e suficient (tracksuit).

— Dar de fapt ce vreți să faceți? Nu vreau să joc în competiție.

— Nici vorbă, nu e nimic serios. După aceea o să luăm masa în oraș.

UNIT 50

HINTS OF POSSIBLE LEISURE TIME

RADIO and the miracle of the XX century, TELEVISION, are widely spread in today's world. You can hardly find a corner where one cannot receive radio or T.V. broadcasts. Hundreds of stations speaking in every language of the world fill the air with electromagnetic waves. Radio and television are undoubtedly the most powerful and quickest means of spreading news and information. What changes, advantages or disadvantages have been brought into the world by radio and television? Loudspeakers of private radios and T.V. sets give additional noise to the rather noisy atmosphere of modern apartment houses. There are, certain rules to control "private" electronic noise. A person may not put a rape recorder, a radio-set or a cassette on the window sill of his flat and play loud music entertaining the public in the street.

The wide spreading of portable radios, "transistors", brought to life new rules of etiquette and behaviour. You may not switch on your transistor in a tram or bus and make the passengers listen to what they most likely don't like. But, if you are a television viewer you can spend week-ends watching T.V. programmes. There are, of course, a range of programmes to be seen. News broadcasts are given at regular intervals, there are both national and international panel discussions of current events; dramatic presentations operas, symphonies and ballets are scheduled at various times. Comedy and quiz shows are seen, home economics programmes and serialized dramatic skits commonly known as "Soap operas" can be watched.

T.V. stations carry special programmes for children, folk music and telecast major sports events. It could be argued that the radio performs these services just as well but on television everything is much lively, and much more real. Many people say that television in itself is neither good nor bad but its value to society is determined by uses to which it is put.

However, staying at home you can devote much of your leisure time to hobbies. Almost anything can be a hobby; to collect things such as: statuary, paintings, coins or books or even match-book covers.

Two weekends ago I went to an exhibition of computers and computer software in the Fair Pavilion. One of the companies at the show ABB, have a particularly range of computers, and computer games, which I found rather impressive. For one thing, these new games are rather expensive; and besides, some computer games are rather silly really.

But reading at home or on leaves is apparently at an all time high. Francis Bacon (one of the greatest English philosophers) said in one of his essays: Reading serves for delight, for ornament, and for ability. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Reading makes a full man, conference a ready man; and writing an exact man. And therefore, if a man writes little, he needs have a great memory; if he confers little he needs have a present wit; and if he reads little he needs have much cunning to seem to know that he does not."

VOCABULARY

pastime ['pa:staim] s. - distracție, amuzament

station ['stei ʃən] s. - (aici) post de radiodifuziune

wave [weiv] s. - undă

undoubtedly [ʌn'dautidli] adv. - fără îndoială

means [mi:nz] s. - mijloc

news [nju:z] s. - vești

information [infə'mei ʃn] s. - informații

advantage [əd'va:ntidʒ] s. - avantaj, folos

loudspeaker ['laud'spi:kə] s. - difuzor, megafon

private ['praivit] adj. - particular

set [set] s. - aparat

additional [ə'di ʃənəl] adj. - suplimentar, adițional

rule [ru:l] s. - regulă

to control [kən'trɔ:l] v. - a controla

noise [nɔiz] s. - zgomot

sill [si:l] s. - pervaz

loud [laud] adj. - tare

to entertain [entə'tein] v. - (aici) a distra, a amuza

behaviour [bi'heivjə] s. - comportare, conduită, maniere

viewer ['vju:ə] s. - spectator, telespectator

range [reindɛ] s. - gamă, sortiment

interval ['intəvəl] s. - pauză

to telecast ['teleka:st] v. - a transmite (TV)

to broadcast ['broudka:st] v. - a transmite (radio)

to argue ['a:gju] v. - a argumenta, a discuta, a arăta, a demonstra

lively ['laivli] adj. - viu

computer [kɔm'pjutə] s. - calculator

to devote [di'vout] v. - a acorda

statuary ['stætjuəri] s. - sculptură, statuete

coin [kɔin] s. - monedă

to collect [kə'lekt] v. - a colecționa, a strânge

leave [li:v] s. - (aici) concediu

apparently [ə'pærəntli] adv. - evident, vădit, chipurile

essay ['esei] s. - eseu

delight [di'lait] s. - plăcere, încântare

ability [ə'bility] s. - capacitate, înzestrare, inteligență

to confute [kən'fju:t] v. - a combate în discuție

to believe [bi'li:v] v. - a crede

to weigh ['wei] v. - a cântări

to confer ['kɔnfə] v. - a discuta

wit [wit] s. - inteligență, spirit, discernământ

cunning ['kʌniŋ] s. - șiretenie

leisure time ['leja =] - timp liber pentru distracție

apartment houses - blocuri

tape recorder - magnetofon

most likely - mai mult ca probabil

to watch a programme - a urmări un program

panel discussion - masă rotundă

quiz show - emisiune concurs (de tipul "cine știe câștigă)

home economics - economie internă

to carry a programme - a transmite un program

to be at an all time high - a fi apreciat în toate ocaziile

to find talk and discourse - a găsi motiv de discuție, de conversație

VOCABULARY PRACTICE

Answer the following questions using additional words:

1. ***What are the following used for? Which of them have you got in your houses?***

a radio/wireless-set;

a T.V. set

a record player;

a tape-recorder;

single / L.P. | records;

a cassette recorder;

a transistor;

a walkie-talkie;

all wave/multi-band set;

hi-fi / stereo | equipment.

2. ***What wave-lengths has your wireless-set got?***

short
long | waves;
medium

ultra-short waves;
VHF (very high frequency).

3. ***List the activities under two headings:***

1. Radio. 2. T.V.

to listen in;
to broadcast;
to tune in to (on) a station;
to turn (switch) the radio off;
to turn over to another channel;

to look in;
to be on the air;
to turn (switch) the radio on;
to turn down the volume.

4. ***What is wrong with your T.V. set?***

flashing;
hissing;
stripes on the screen;

it has atmospherics;
distorsion of the picture;
the pictures go blank.

5. ***Which of these T.V. programmes do you consider programmes of general interest?***

children's programmes;
serial films;
chess;
cartoons;
documentaries;
light entertainment;

current affairs;
sports;
symphonic concerts;
travel programmes;
outside broadcasts.

GRAMMAR

THE ADVERBS

I. ADVERB FORMATION

1. *-ly* bad - bad*ly* quick - quick*ly* fine - fine*ly*		day - dai*ly* easy - easi*ly* happy - happi*ly*
	beautiful - beautiful*ly* powerful - powerful*ly* careful - careful*ly*	

N.B. Nu toate cuvintele terminate în *-ly* sunt adverbe, unele sunt și adjective:

a ***yearly*** meeting

a ***lonely*** man

a ***friendly*** act

a ***monthly*** paper

2. ***to*** ***to***day ***-long*** life***long*** ***-ward(s)*** in***ward(s)***	***to***gether side***long*** out***ward(s)***	***to***morrow head***long*** for***ward(s)***, back***ward(s)***
3. nowhere somewhere anywhere	somewhat somehow anyhow	meanwhile meantime in between

Adjectives	Adverbs
a. He is a ***fast*** man.	He speaks ***fast***.
He made a ***long*** journey.	He stayed there ***long***.
He bought the T.V. at a ***low*** price.	The plane flies ***low***.
We have ***little*** free time.	He speaks very ***little***.
He eats ***much*** bread.	He reads ***much***.

Adjectives	Adverbs
b) hard new plain quick loud high late light short	hard, hardly new, newly plain, plainly quick, quickly loud, loudly high, highly late, lately light, lightly short, shortly EXAMPLES He works ***hard*** (mult, din greu). He ***hardly*** works (abia, deloc). The plane was flying ***high*** (sus). It was ***highly*** interesting (deosebit de, foarte). It was ***late*** (târziu). He came ***lately*** (de curând). He travels ***light*** (fără bagaje). He speaks ***lightly*** (ușor, superficial). She turns ***short*** (brusc). I'll be back ***shortly*** (foarte curând).

II. Comparison of Adverbs

	Comparative	Superlative
hard	harder	hardest
fast	faster	fastest
soon	sooner	soonest
likely	more likely	most likely
carefully	more carefully	most carefully
clearly	more clearly	most clearly
quickly	more quickly	most quickly
quick	quicker	quickest
often	oftener	oftenest
	more often	most often

III. Irregular Comparison

	Comparative	Superlative
well	better	best
badly	worse	worst
ill		
much	more	most
little	less	least
far	farther	farthest
	further	furthest
near	nearer	nearest
		next
late	later	latest
	latter	last

IV. Place of Adverbs

a. Adverbs of time and frequency	Examples:
now, ***then***, ***often***, ***already***, ***soon***, ***still***, etc. Se așază înaintea verbului noțional și după auxiliar.	He has ***already*** seen this programme. - El a văzut deja acest program. They ***soon*** learned to operate the cassette. - Au învățat repede cum să mânuiască casetofonul. He is ***still*** there. - El este încă acolo.
b. Adverbs of definite time	**Examples:**
yesterday, ***today***, ***tonight***, ***late***, ***early***, etc. Se așază de obicei la sfârșitul propoziției.	He never comes ***late***. - El nu vine niciodată târziu. Let's see the new film ***tomorrow***. - Să vedem noul film mâine.
Adverbs of manner	**Examples:**
a. ***well***, ***fast***, ***willingly***, ***easily***, ***quickly***. Se așază după verb sau după complement. b. Următoarele adverbe se pun înaintea verbului: ***hardly***, ***almost***, ***nearly***, ***really***, ***probably***, ***simply***, etc.	He speaks ***slowly***. - Vorbește încet. They talked to him ***frankly***. - I-au vorbit sincer. He ***really*** reads well. - El într-adevăr citește bine. He ***almost*** fell. - Aproape că a căzut. He ***simply*** believed her. - Pur și simplu a crezut-o. She ***hardly*** moved. - Abia se mișca.

Adverbs of place	Examples:
there, here, upstairs, etc. N.B. Dacă sunt mai multe adverbe într-o propoziție ordinea este: ***mod, loc, timp***.	They are not ***here***. - Ei nu sunt aici. You can meet them ***upstairs***. - Îi poți întâlni sus. They have ***never*** met them ***occasionally at the seaside***. - Niciodată nu i-au întâlnit întâmplător la mare. I talked to him ***frankly at the meeting last night***. - I-am vorbit sincer la ședință seara trecută.

V. Use of the following adverbs	Examples
too + adjective (în propoziții afirmative) not + adjective + ***enough*** (în propoziții negative) ***rather*** + adjective (exprimă idee negativă) ***quite*** ***extremely*** + adjective (exprimă idee ***fairly*** pozitivă) ***pretty***	Some English films aren't ***easy enough*** for me . - Unele filme englezești nu sunt destul de ușoare pentru mine. Some English speak ***too fast*** for me to understand. - Unii englezi vorbesc prea repede ca să-i pot înțelege. Some English films are ***rather difficult***. - Unele filme englezești sunt destul de dificile. Some English songs are ***quite easy*** for me to understand. - Unele cântece englezești sunt destul de ușoare ca să le înțeleg. I find songs ***extremely interesting***. - Găsesc cântecele foarte interesante. I find writing letters ***quite*** helpful. - Găsesc că scrierea scrisorilor este de mare ajutor. I find listening to songs ***pretty entertaining***. - Găsesc ascultarea cântecelor destul de distractivă.

EXERCISES

I. Answer the questions:

1. What can you say of radio and TV as a means of spreading news? 2. Are there advantages and disadvantages of these mass-media? 3. What programmes does a TV station carry? 4. Are you in favour of radio or TV programmes? 5. What kind of pastime activities can you have at your place? 6. What is a hobby? 7. What does reading serve for? 8. What is Francis Bacon's philosophy on reading? 9. How did you find the computers exhibition?

II. Give the adverbs from the following adjectives:
regular, common, special, good, live, valuable apparent, beautiful, nice, happy, gay, hard, near, late, early, noisy, little.

III. Give synonyms for the following words:
pastime, hint, widely, to broadcast, undoubtedly, powerful, quickest, to argue, to contradict, radio-set, etiquette, current events, statuary, wit, conference, leave.

IV. Fill in the blanks with one of the required prepositions:
1. Reading serves ... delight ... ornament, and ... ability. 2. Loudspeakers ... private radios give additional noise ... the rather noisy atmosphere ... modern apartment houses. 3. You may not put a radio set ... the window still ... your flat and play loud music entertaining the public ... the street. 4. You may not switch ... your transistor ... a tram or bus and make the passengers listen ... what they don't like.

V. Fill in the blanks with one of the adverbs in brackets:
1. We have not turned on the T.V. set (late, lately). 2. It was (late, lately) when we listened in the radio. 3. She always works (hard, hardly). 4. She could (hard, hardly) watch the children's programme. 5. She turned the knob so (short, shortly) that it failed. 6. They will join us (short, shortly). 7. The T.V. programmes are (high, highly) interesting. 8. The bird was flying so (high, highly) that we could (hard, hardly) watch it.

VI. Insert the adverbs in the right place:
1. A person may put a tape-recorder to play loud music (often). 2. I have been in China (never). 3. They try to arrive on time (always). 4. His arrival has surprised me (quite). 5. I watch TV in the evening (generally). 6. My friend has bought a new TV set (just). 7. She has a cup of coffee in the morning (usually).

VII. Insert the adverbs in parentheses in the correct place:
1. We shall go (today, to the library, at five o'clock). 2. John read (at home, very much all day yesterday). 3. She played the violin (yesterday, wonderful, at the National Theatre). 4. My friend spoke to me (in the street, very kindly the day before yesterday).

VIII. a) Use either "too or not ... enough" and the words given below
TV. programmes: idiomatic, understand

books: long/read

native speakers: slow/understand

grammar points: confusing/learn

vocabulary: important/look up

exercises: interesting/enjoy

***b) Write positive (+) or negative (-) ideas using list A and B with* "rather", "quite" *or* "extremely".**

A. interesting, easy, tiring, boring, difficult, useful, frustrating, time-consuming, worying, motivating, challenging, helpful.

B. listening to tapes; writing compositions; learning vocabulary; reading newspapers; understanding films; talking on the phone; taking exams; writing letters; pronunciation practice.

IX. Fill in the blanks with the proper construction for "cu cât... cu atât":

The (much) we study, the (much) we know. The (much) we know, the (much) we forget. The (much) we forget, the (little) we know. The (little) we know, the (little) we forget. The (little) we forget, the (much) we know. So why study?

X. Try to render in English what you see in the pictures below:

XI. Read and remember the following cogitations and puns, paying attention to the use of the adverbs:

1. He who laughs ***last*** laughs best, but he who laughs ***first*** sees the point.
2. People who have an hour to spare ***usually*** spend it with someone who hasn't.

3. A philosophy professor glanced ***coolly*** at one of his students: "Hotchkiss [hɔtʃkis], he said ***hopelessly***, can you tell me who wrote "Foundation of the Metaphysics of Ethics?"

"Oh, professor", answered the student ***unhappilly***, "I kant)." (Immanuel Kant).

"Well, good for you, Hotchkiss" said the professor. :That's your first correct answer this year."

XII. What would you say if you liked, or disliked, a play, a book, a film, painting, a record or a concert? Make up two lists (+) positive and (-) negative and decide what is being discussed.

- I think it's to go to the top.
- I thought it was a bit repetitive actually.
- The last movement was particularly good.
- The first two chapters were rather boring.
- I didn't think that she was right for the part she was playing.
- I didn't much like that scene in the park.
- The use of colour was too lavishly and sometimes really exciting.
- It was rather a lively performance.
- The characters were very true to life.
- The landscapes were fantastic, I thought.
- It was a terrible film, nowhere near as good as the first one.

XIII. Divide this list of musical instruments into **strings, brass keyboard** *and* **wind** *instruments.*

accordion, trombone, violin, piano, clarinet, flute, cello, guitar, trumpet, organ, recorder, banjo, harmonica, saxophone, synthesizer.

XIV. Most people would rather stay at home and watch TV or video than go to the cinema. How far do you agree?

- video encourages people to watch too many poor quality films
- a cinema film is a public event and it has become expensive
- TV easily becomes a habit
- all recent films are available on video
- video offers a wider choice
- staying at home can be boring
- you can eat and watch TV together
- good cinemas may be far away
- leaving the house can be difficult

- a cinema film is more impressive
- you can choose when you watch a TV film

XV. Read through the newspaper TV guide below. Write the name of the programme, or the name of the channel.

BBC 1

7.00 TOP OF THE TOPS. With Rainmakers, Club Norveaux, Blow Monkeys and Terence Trent D'Arby.

7.30 EASTENDERS

8.00 TOMORROW'S WORLD

8.30 A QUESTION OF SPORT Quiz guests include Chicago Bear Walter Paton, Steve Hodge of Spurs, rowing star Stephen Redgrave

9.00 NINE O'CLOCK NEWS

9.30 LIFE WITHOUT GEORGE. Lowkey romantic stitcom continues. With Simon Cadell, Carol Royle.

10.00 QUESTION TIME. Sir Robin Day in Derby. Guests: Rod Hackney and Sue Stapley.

11.00 DON'T BREAK YOUR HEART. How the heart works and how to avoid disease. Sir Robin Day describes how heart surgery has changed his life.

BBC 2

6.50 INTERNATIONAL PROCELEBRITY GOLF. With Kevin Keegan and Gary Player rambling around the bonny golfing greens of Scotland.

7.40 CALL MY BLAFF. With Patricia Hadge, Sheila Steafel, Robert Robinson referees the classic game work.

8.10 SUTTON HOO. The Million Pound Grave 1965 documentary about discovery in 1939 of the wooden burial ship.

9.00 FOREIGN BODIES. Last in the Irish romantic sitcom.

9.30 WEATHER

1. Tom watched a comedy programme on ... (channel)
2. Margie watched an Irish romantic sitcom ... (programme, channel).
3. What time could you watch "how the heart works and how to avoid disease?" ... (time).
4. Tom watched on BBC2 at 7.40 .... (programme)
5. Margie turned the TV off at 9.30 when ... (programme) was being broadcasted.

XVI. Finish with a smile:

"Let's arrive early and make them feel awkward."

"Tell me about yourself. At what age did you become a bore?"

XVII. Translate into English:

a) 1. Vom sosi la ora 3.30 după amiază. 2. Îmi place foarte mult să citesc. 3. Iată cartea pe care ai dorit-o atât de mult. 4. Nu mă mai grăbeam deoarece era prea târziu (să prind telejurnalul). 5. Din fericire, aparatul de radio pe care l-a cumpărat nu s-a stricat niciodată. 6. Abia vedea ecranul televizorului atât era de obosit. 7. Mai mult ca probabil că va audia concertul transmis la televizor. 8. Ea întotdeauna vine prima și pleacă ultima.

b) 1. Sunt spectacole de teatru pentru toate gusturile. 2. Unii preferă opera și baletul, alții preferă dramele sau comediile muzicale. 3. Găsim de asemenea programe de varietăți la teatre, restaurante, cluburi sau case de cultură. 4. Un program de varietăți se compune din numere variate: cântece, dansuri, scenete, pantomimă etc. 5. Asemenea reviste au un prezentator renumit care nu numai prezintă actorii publicului spectator dar își prezintă și propriul său număr de revistă. 6. Cuvintele "rock and roll" încă evocă (to conjure up) imaginea lui Elvis Presley în majoritatea minților oamenilor cu privirile sale pătrunzătoare și vocea lui joasă (black-sounding). Acela care nu numai că a schimbat cursul muzicii "pop" pentru totdeauna dar poate chiar a creat acea prăpastie dintre generații (generation gap). Pentru adulți el reprezintă moartea decenței și declinul civilizației; pentru adolescenți (teenagers) cu noua lor independență și simțul solidarității de grup Elvis a fost o figură centrală (figurehead), idolul lor. De la Elvis încoace rock-ul exprimă spiritul de revoltă (rebelious) și geamurile, ușile din camera copiilor au început să zdrăngăne când ei ascultă muzică. Acel tânăr Elvis Presley care și-a respectat tatăl și și-a adorat mama a creat cea mai mare ruptură (rift) dintre tineri și bătrâni, poate că acest lucru este cel mai mare paradox din viața sa.

UNIT 51

DEFINING THE MARKET

Market demand measurement calls for a clear understanding of the market involved. The term ***market*** has acquired many meanings over the years. In its original meaning, a market was a physical place where buyers and sellers gathered to exchange goods and services. Medieval towns had market squares, where sellers brought their goods and buyers shopped for goods. Today's buying and selling occurs all over a city in what are called shopping areas rather than markets.

To an economist, a market describes all the buyers and sellers who transact over some goods or services. The economist is interested in the structure, conduct and performance of each market.

To a marketer, a market is the set of all actual and potential buyers of a product. A market is the set of buyers and an industry in the set of sellers. The size of a market depends on the number of buyers who might exist for a particular market offer. Those who are in the market for something have three characteristcs: interest, income and access.

Let us apply this to the market of a particular product. The makers of that particular product must first estimate the number of consumers who have a potential interest in owning it. To do this, they could contact a random sample of consumers and ask the following question: "Do you have a strong interest in owning my product?" If one person out of ten said yes, the makers could assume that 10 percent of the total number of consumers would constitute the potential market for their product. The ***potential market*** is the set of consumers who profess some level of interest in a particular product or service.

Consumer interest alone is not enough to define a certain market. Potential consumers must have enough income to afford the product. They must be able to answer yes to the following question: "Can you afford to buy the product?". The higher the price, the fewer the number of people who can answer yes to this question. Thus, market size depends on both interest and income.

Access barriers further reduce market size. If producers do not distribute their products in certain remote areas because of high shipping costs, potential customers in those areas are not available as customers. The ***available market*** is the set of customers who have interest, income and access to a particular product or service.

For some market offers, the company might restrict sales to certain groups. A particular state might ban the sale of motorcycles to anyone under 18 years of age. The remaining adults make up the ***qualified available market*** - the set of consumers who have interest, income, access and qualifications for the product or service.

The company has now the choice of pursuing the whole qualified available market or concentrating on selected segments. The ***served market*** (also called the target market) is

the part of the qualified available market the company decides to pusue. The company, for example, may decide to concentrate its marketing and distribution efforts on Central and Eastern Europe.

The Comapny and its competitors will end up selling a certain number of their products in their served market. The ***penetrated market*** is the set of consumers who have already bought the goods.

These definitions of a market are a useful tool for marketing planning. If the company is not satisfied with current sales, it can consider a number of actions. It can try to attract a larger percentage of buyers from its served market. It can expand to other available markets. It can lower its price to expand the size of the available market. Or it can try to expand the potential market by increasing its advertising to convert noninterested customers into interested customers.

(by telephone)

Company representative Hello, I'd like to talk to Mr. Stephens.

Broker Speaking. Who's calling, please?

Company representative It's Simpson of General Mining Consolidated. I was wondering whether you could help me sort out a matter of immediate interest.

Broker Gladly, Mr. Simpson. What can I do for you?

Company representative We are currently considering expanding our business in South East Asia so I need some reliable information on the position of the stock market in the mining and ore processing fields.

Broker It depends, Mr. Simpson. Shares on the New York stock market are pretty stable while London has lately been registering an upward trend following a string of successful transaction in the mining business.

Company representative That's an interesting piece of information. What about the Tokyo stock exchange market?

Broker The value of stock has slackened in the past few days but it is too early to anticipate their future course.

Company representative I'd be obliged if you found out what the position is in Tokyo, as it is closer to the region in which we propose to operate.

Broker I'll definitely contact my Tokyo counterparts for the latest figures concerning the supply and demand on the stock and capital markets and I'll come back to you with the answer.

Company representative That will be fine. Do it as quickly as possible for the transaction we are envisaging cannot wait too long. Thank you for your co-operation and be in touch.

VOCABULARY

market ['ma:kit] s. - piață

to occur, ed, ed [ə'kə:] v. - a avea loc, a se petrece, a se întâmpla

to transact, ed, ed [træn'zekt] v. - a negocia, a trata

conduct ['kɔndəkt] s. - comportament, purtare

performance [pə'fɔ:məns] s. - funcționare, performanță

actual ['æctjuəl] adj. - real, adevărat

random ['rændəm] adj. - întâmplător

sample [sa:mpl] s. - mostră, eșantion

to assume, ed, ed [ə'sjum] v. - a presupune, a admite

to profess, ed, ed [prə'fes] v. - a exprima, a mărturisi

remote ['ri:mout] adj. - îndepărtat

target ['ta:git] s. - țintă, obiectiv

to pursue, ed, ed [pə'sju:] v. - a urmări

to consider, ed, ed [kən'sidə] v. - a examina, a ține seama de

to advertise, ed, ed ['ædvətaiz] v. - a face reclamă

to convert, ed, ed [kən'və:t] v. - a converti

to share, ed, ed ['ʃeə] v. - a împărți, a împărtăși (părerea cuiva)

share ['ʃeə] s. - parte; acțiune, titlu de valoare

shareholder ['ʃeəhouldə] s. - acționar

to rely, ed, ed [ri'lai] v. - a se bizui pe, a conta pe

reliable [ri'laiəbl] adj. - serios, demn de încredere, fiabil

to manage, ed, ed ['mænidʒ] v. - a conduce; a reuși, a se descurca

mining ['mainiŋ] s. - extracție, exploatare minieră, minerit

ore [ɔ:] s. - minereu

processing [prə'sesiŋ] s. - prelucrare

string [striŋ] s. - șir, serie, succesiune

to call for - a necesita, a cere

to transact over goods - a face tranzacții cu mărfuri

to be in the market for - a fi prezent pe piață pentru

shipping cost - cost de expediție (de transport)

potential customer - client potențial

available market - piață disponibilă

target market - țintă, ce va fi deservită de piață

to make up - a forma, a alcătui

to sort out - a lămuri; a rezolva

stock market - piață de valori/acțiuni

to be in touch - a menține legătura

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***What types of economies do you know?***

- market economy
- mixed-market economy
- economies of Latin American countries
- economy of fuel (power)
- barter economy
- market-oriented economy
- national economy
- rural economy
- political economy

2. ***While doing business in what particular circumstances do you refer to?***

- domestic market
- export profit margin
- prospective buyer
- marketing service
- on-the-job supervision
- export market
- export promotion
- sales manager
- turn-key contract

3. ***When starting a business what are your priority concerns?***

- obtaining the plans at the lowest cost
- ensuring that the facilities are adequate to satisfy production requirements
- ensuring that the facilities are capable of expansion as sales potential increases
- ensuring that the facilities are of the latest, most modern and most economical design in construction

4. ***What does the long-term marketing plan cover:***

- supply and demand balance?
- product and market development?
- long-term pricing strategy?
- customer analysis?
- type and level of advertising and promotion activities?

5. ***What does the short-term marketing plan cover:***

- sales forecasting and plans?
- short-term pricing?
- customer service standards?
- shipping plans?

GRAMMAR

THE PASSIVE VOICE

Diateza pasivă se formează cu timpul corespunzător al verbului auxiliar urmat de participiul trecut al verbului de conjugat:

The exercises are well written. - Exercițiile sunt bine scrise.

The books were bought by the library. - Cărțile au fost cumpărate de bibliotecă.

The script will be finished in a week. - Scenariul va fi terminat într-o săptămână.

Deseori propozițiile impersonale reflexive din limba română se traduc în limba engleză prin diateza pasivă:

An answer will be given at once. - Se va da imediat un răspuns.

Many new districts have been built in the last few years. - În ultimii ani s-au construit multe cartiere noi.

CHANGING FROM ACTIVE INTO PASSIVE VOICE

În limba engleză, spre deosebire de limba română nu numai verbele urmate de complement direct și indirect, ci și cele urmate de complement prepozițional pot fi construite cu forma pasivă.

Rules	Active voice	Passive voice
I. a) Verbul activ se transformă în verb pasiv la același timp și mod. b) Complementul verbului activ devine subiect al verbului pasiv. c) Subiectul verbului activ devine complement (pronumele se pune la acuzativ). Complementul este precedat de prepoziția ***by***.	His friends admire him. - Prietenii îl admiră. They discovered new oil deposits. - Ei au descoperit zăcăminte noi de petrol.	He ***is admired*** by his friends. - El este admirat de prieteni. New oil deposits ***have been discovered*** by them. - Zăcăminte noi de petrol au fost descoperite de către ei.
II. Verb tranzitiv urmat de un complement direct.	We finished the work in time. - Am terminat lucrarea la timp.	The work ***was finished*** in time. - Lucrarea a fost terminată la timp.

Rules	Active voice	Passive voice
III. Verb tranzitiv urmat de două complemente directe: ***to ask, to answer, to excuse, to forgive, to teach, to strike,*** etc.	They answered all our questions. - Au răspuns la toate întrebările noastre. They excused him the entrance fee. - L-au scutit de taxa de intrare.	All our questions ***were answered*** by them. - S-a răspuns la toate întrebările noastre. He ***was excused*** the entrance fee. - El a fost scutit de taxa de intrare.
IV. Verb tranzitiv urmat de un complement direct și unul indirect: ***to give, to offer, to grant, to award, to promise, to refuse, to pay, to tell, to bring, to hand, to ask, to leave.***	We told him the truth. - I-am spus adevărul. They showed us the new exhibits. - Ne-au arătat noile exponate.	He ***was told*** the truth. - I s-a spus adevărul. The truth ***was told*** to him. - I s-a spus adevărul. We ***were shown*** the new exhibits. - Ni s-au arătat noile exponate. The new exhibits ***were shown*** to us. - Ni s-au arătat noile exponate.
V. Verb prepozițional intranzitiv urmat de un complement prepozițional: ***to talk (to, about), to send (for), to agree (upon), to rely (on), to look (after, at), to explain (to), to speak (to, of), to arrive (at), to account (for), to laugh (at), to refer (to)***, etc.	They agreed upon the results. - Ei au fost de acord cu privire la rezultate. We approved of the proposals. - Noi am aprobat propunerile.	The results ***were agreed upon***. - S-a căzut de acord cu privire la rezultate. The proposals ***were approved of***. - Propunerile au fost aprobate.
VI. Locuțiuni verbale prepoziționale urmate de un complement prepozițional: ***to pay attention to, to put an end to, to take care of, to take notice of, to make (good) use of, to make fun of, to take (catch) hold of, to find fault with, to take possession of, to lose sight of, to do away with, to put up with***, etc.	We must pay attention to all these rules. - Trebuie să dăm atenție tuturor acestor reguli. They lost sight of the car. - Nu au mai văzut mașina. They shall put an end to all these troubles. - Ei vor pune capăt tuturor acestor încurcături.	All these rules must ***be paid attention to***. - Tuturor acestor reguli trebuie să li se dea atenție. The car ***was lost sight of***. - Mașina nu a mai fost văzută. All these troubles ***will be put an end to***. - Se va pune capăt tuturor acestor încurcături.

Rules	Examples
În limba engleză există construcții pasive cu subiect impersonal, folosite când subiectul logic este necunoscut; în aceste construcții verbul exprimă o acțiune viitoare: ***It is said that..., it is believed that, it is understood that..., it is reported that ..., it is expected that..., it is thought that ...***, etc. N.B. Verbele ***to get*** și ***to have*** se folosesc uneori în locul auxiliarului "***to be***" pentru formarea diatezei pasive.	It is said that this section of the town ***will be*** soon ***modernized***.- Se spune că această parte a orașului va fi curând modernizată. It is understood that his question ***will not be left*** without an answer. - Se înțelege că întrebarea lui nu va rămâne fără răspuns. We ***had*** our house freshly ***painted***. - Ne-am zugrăvit casa de curând. They ***got caught*** in the rain. - Au fost prinși de ploaie.

EXERCISES

I. Answer the questions:

1. What was initially the meaning of a market?
2. Where does today's buying and selling occur?
3. What is the meaning of a market to an economist and what is he interested in?
4. What is a market to a marketer?
5. On what does the size of a market depend?
6. How can manufacturers estimate the potential consumers' interest in their product?
7. What is a potential market?
8. How is the consumers' income defining a market?
9. What is the difference between an available market and a qualified available market?
10. What do we understand by a potential market?
11. How can these definitions help a company in marketing planning?

II. Give synonyms for:

demand, conduct, size, target, actual, particular, remote, to gather, to occur, to estimate, to profess, to restrict, to expand, to call for, to make up.

III. Fill in the blanks using the prepositions:

over, of, for, by, ***to***, on, in, from.

1. ***To*** an economist, a market describes all the buyers and sellers who transact ... some goods or services.
2. ... a marketer, a market is the set ... all actual and potential buyers ... a product.

3. The size ... a market depends ... the number ... buyers who might exist ... a particular market offer.

4. The potential market is the set ... consumers who profess some level ... interest ... a particular product or service.

5. ... some market offers, the company might restrict sales ... certain groups.

6. Definitions ... a market are a useful tool ... marketing planning.

7. A company can try to attract a larger percentage ... buyers ... its served market.

8. A company can lower its prices to expand the size ... the available market or try to expand the potential market ... increasing its adveritising.

IV. Form another words of the same root and state what part of speech they are:
to measure, to mean, to exchange, to sell, to own, to assume, to profess, to distribute, to avail, to restrict, to plan, to attract, to increase, to advertise.

V. Explain in English:
transaction, consumer, market, exchange, income, shareholder, shopping area, potential customer, stock market, supply and demand.

VI. Ask as many questions as possible:
1. The term market has acquired many meanings over the years.

2. The potential market is the set of consumers who profess some level of interest in a particular product or service.

VII. Translate into Romanian paying attention to "for"; make sentences with "for" in all the meanings given below:
1. Consumers look for the best value for what they spend. 2. We intend to remain in this town for ten days. 3. He must look for a better job. 4. This hall is used for conferences and large receptions. 5. He left for the airport early in the morning. 6. Going there will be a change for the better. 7. He was taken for a senior executive. 8. This goods will be for sale next week. 9. But for their help we shouldn't have found a client. 10. As for me I don't think I shall be able to join your party.

VIII. Give adjectives corresponding to the following nouns:
nature, occasion, value, government, history, economy, post, person, success, decision, region, continent.

IX. Give the Past Tense and the Future Tense Passive Voice of the following sentences:
1. Good health is ensured by a good diet. 2. The exercise is well translated. 3.Wheat is cultivated on large areas. 4.We are given the opportunity to attend the meeting. 5. She is asked to give an answer.

X. Use corresponding passive constructions:

1. We met the delegation at the airport. 2. They have built exellent hotels in the mountains. 3. You should give an answer. 4. They are building a new school in this district. 5. She had to repeat the rules once more. 6. Can't you forgive her? 7. We shall not discuss this subject today. 8. I advise you to read this book. 9. They gave him details of how to get there. 10. A friend of mine has illustrated this book. 11. They provide a large range of services. 12. Supply and demand build up the price of goods and services. 13. Consumers, producers and government make economic decisions on a daily basis.

XI. Replace the infinitive in brackets by the correct tense of the Passive Voice:

1. If you visit the exhibition you (to impress) by the variety of exhibits. 2. We (to advise) to spend the week-end here. 3. They (to accompany) by their friends. 4. She (to tell) to write the exercise again. 5. You (to give) all the necessary assistence. 6. The factory (to build) recently. 7. You (to give) the opportunity to study a foreign language. 8. He (to interrupt) while he tried to explain. 9. This book (to refer to) often. 10. He (to ask) to give them a hand.

XII. Finish with a smile:

" Sure I enjoy being wealthy. However, it does have its drawbacks. I've never felt the thrill of making the last installment payment on anything."

XIII. Translate:

1. Ni s-au spus multe lucruri interesante în legătură cu acest subiect. 2. Ni se vor da amănunte mai târziu. 3. Li s-a cerut să fie punctuali. 4. Construcția va fi terminată în două luni. 5. Li s-a spus să aștepte profesorul în clasă. 6. Ne vor comunica rezultatele până mâine după amiază. 7. Au fost întâmpinați cu entuziasm. 8. Li se predă engleza. 9. Congresul se va ține luna viitoare. 10. Cărțile ne-au fost trimise prin poștă. 11. Știrile au fost transmise ieri. 12. Au fost sfătuiți să viziteze orașul. 13. Turiștilor le-au fost arătate monumentele istorice mai importante din Capitală. 14. Mărimea pieței a fost evaluată în funcție de numărul cumpărătorilor care se interesează de un anumit produs. 15. S-a menționat faptul că mărimea pieței depinde în egală măsură atât de veniturile consumatorilor cât și de interesele acestora pentru un produs. 16. Vânzările au fost limitate la piețele din Europa Centrală și de Est. 17. Activitățile de comercializare și distribuire au fost extinse către alte piețe disponibile. 18. Campania de publicitate a fost intensificată pentru a converti consumatori neinteresați în consumatori interesați să achiziționeze produsele.

UNIT 52

FACTORY PRODUCTION

Over two hundred years ago, Adam Smith brought in some ideas which were to bring about a world revolution. If we enjoy a high standard of living in modern society, we owe much to this Scotish economist and philosopher. If we enjoy driving in sleek motor cars, wearing fashionable shoes, we shound thank to the man who made it all possible.

Adam Smith's idea was a disarmingly simple notion. He watched workers practising their craft of pin making. So Smith drew attention to the advantages which could be gained if various tasks were performed by different workers.

One worker can be responsible for stretching and cutting the metal, another for shaping, another for finishing it. He described the technique as the Division of Labour.

Smith convinced the world that specialisation could solve the problems of poverty and want.

Everywhere, factories producing large numbers of more or less identical units are in continuous production. What were called mass-production lines yesterday are called robotic production lines today.

Inventiveness is by no means the only skill needed to develop industry today. Industry needs designers and engineers to turn ideas into practical projects, skilled workers and technicians to produce goods, marketers to find out where the markets for those goods are and traders to sell them. Above all, more and more investment is needed to keep the country's industrial production up with the changing times.

A steel mill, with its blast furnaces and chimneys, with white and hot fires, is a spectacular sight, so is an oil refinery, with its miles of different coloured pipes. But more typical of industry in general, is an automobile factory. In making cars, the assembly line technique has been carried to its extreme.

In the assembly line, the product that is being manufactured moves, but the worker stays in the same places. He has one job to do and he does it as each piece comes to him.

The factory concentrates all technological processes in a monoblock hall and organizes the continuous technological fows. The heart of the factory is the executive section - the offices. Here one can find the administrative services such as the personnel and the sales department. There are also design and engineering sections, where plans for next year's cars are worked out and where mechanical improvements are developed. The works is fitted out with the test track, materials storehouse, and everything that is required to turn out quality cars at world level.

There are several assembly lines: on the main one, the chassis of the car is put together. Then, the body of the car is stamped out of sheets of steel. The body is painted and then the two assembly lines come together. The body is lowered onto the chassis and fitted to it. The automobile continues down the line and at the same time - the chromium decoration, the door handles, and so on - is put on.

Meanwhile, in another part of the factory, the engine is being put together on another assembly line. The central part of the engine is called the block, and the various other parts of the engine are fitted to it. When the engine has been completed its assembly lines join the line where the chassis and the body have been fitted together. After final adjustments have been made, the car will be rolled off the end of the assembly line to a parking lot where it awaits shipment to the dealer who will sell it to the customer.

Mr. P. I hope you have enjoyed your visit round the works and I'm sure you've got lots of questions.

Mr. H. Yes, I think I have a fairly good idea of what goes on by now in your factory, so we can talk a bit about these things.

Mr. P. We'd better go back to the staff hall where you are to meet our works manager Mr. B. and Mr. D. - our personnel manager.

Mr. B. We are glad to meet you, Mr. H. We are ready to hear your questions, if there are any.

Mr. H. Well, how do you decide when it's time to discontinue production of a particular model of car and launch a new one to replace it?

Mr. B. Some models seem to go on and on. It's just a question of demand really. As to new models, it depends on new developments in the design field, in technology, the general financial situation and so on. Then there're the unpredictable demands of fashion on the market...

Mr. H. What particularly interests me is your new experimental shop. Do you find that production is as efficient there as on the normal production line?

Mr. B. Well, that's an interesting one. It appears to give greater job satisfaction all round. As to the economics of the thing we'll just have to wait and see.

VOCABULARY

to owe [ou] v. - a datora
sleek [sli:k] adj. - (aici) lucios, lustruit
pin [pin] s. - ac
to stretch [stretʃ] v. - a întinde
to shape [ʃeip] v. - a modela, a da formă
want [wʌnt] s. - lipsă
outstanding [aut'stændiŋ] adj. - remarcabil, important
designer [di'zainə] s. - proiectant
trader ['treidə] s. - comerciant
chimney ['tʃimni] s. - coș
pipe [paip] s. - conductă
works ['wə:ks] s. - uzină
to manufacture ['mænju'fæktə] v. - a fabrica
piece [pi:s] s. - bucată, piesă
hall [hɔ:l] s. - (aici) hală
improvement [im'pru:vmənt] s. - îmbunătățire
chassis ['ʃæsis] s. - șasiu
to lower [louə] v. - a lăsa în jos
trim [trim] s. - finisaj
handle ['hændl] s. - mâner
meanwhile ['mi:n'wail] adv. - între timp
adjustment [ə'dʒʌstmənt] s. - montare, asamblare, reglare
demand [di'ma:nd] s. - cererea pieții
block [blɔk] sw. - bloc motor
engine ['endʒin] s. - motor (cu combustibil)
part [pa:t] s. - (aici) piesă, parte
to launch ['lɔ:ntʃ]v. - a lansa
staff [sta:f] s. - personal
lot [lɔt] s. - lot
to replace [ri'pleis] v. - a înlocui
shipment ['ʃipmənt] s. - încărcare, transport
dealer ['di:lə] s. - vânzător
steel mill - oțelărie
blast furnace - furnal înalt
oil refinery - rafinărie de petrol
technological process - proces tehnologic
at world level - la nivel mondial
assembly line - linie de asamblare
sales department - secție comercială
design and engineering section - secție de proiectare și construcție de mașini
to turn out - a produce
to fit up with - a echipa cu, a utila
to put together - a asambla
to discontinue production ['diskən'tinju:=] - a întrerupe producția

VOCABULARY PRACTICE

Answer the questions:

1. ***What are the merits of a quality car?***
- comfort;
- all-round performance;

- safety;
- detail refinement and ease of servicing.

2. ***What's so special about this new and elegant motoring package?***

- firstly it is a Dacia - a name that carries prestige;
- it is assembled in a purpose built factory where quality control is rigidly enforced;
- it is a 5-seater;
- it is convertible to a 2-seater;
- it has a high built-in safety factor;
- it has most comprehensive rust-inhibiting system for longer body life.

3. ***Describe a motor-car (exterior):***

a bonnet;	a windscreen;
a radiator grill;	headlights;
a bumper;	lights;
a number plate;	tyres.

4. ***Describe a motor-car (interior):***

steering wheel;	horn push;
clutch;	brake pedal;
accelerator pedal;	gear pedal;
gear level;	windscreen;
windscreen wiper;	dash board.
ignition;	

5. ***What types of production method are you used to?***

Job production - In this type of production specific work is carried out for individual customers. It can range from a bride's wedding dress to an ocean-going liner. It is usually labour intensive and requires skilled labour. Unit costs will always tend to be high as small numbers are produced.

Mass production - This method of production is possible where demand for a product is so great that the goods can be produced in a continuous flow. Unskilled and semiskilled workers can be used though the modern tendency is to use computerised robots.

Batch production - This method falls between job and mass production. It could be described as repeated production runs in contrast to the continuous flow. The orders consist of significant number of similar items. e.g. Furniture industry. A batch of teak tables of a particular design will be produced. Followed perhaps by a batch of mahogany tables. Both labour and machines have to be more versatile. The unit costs tend to fall as the length of the runs increases.

Your task

Complete the folowing list of advantages and disadvantages for the manufacturer for each of the methods of production.

	Advantages	Disadvantages
Job production	a) b)	a) b) continual changes
Mass-production	a) waiting for orders b)	a) b)
Batch-production	a) b)	a) b)

GRAMMAR

THE SEQUENCE OF TENSES

Dependența timpului verbului din propoziția secundară de timpul verbului din principală se numește "concordanța timpurilor" (The Sequence of Tenses).

Propoziția principală	Propoziția secundară
1. ***Prezent; Prezentul perfect*** - e.g. He thinks (that)	***Orice timp*** 1. she ***is crossing*** the street. 2. she ***crosses*** the street. 3. she ***crossed*** the street. 4. she ***will cross*** the street. 5. she ***will have crossed*** the street by now.
2. ***Viitor*** e.g. She will cross the street I shall tell her I shall see	***Orice timp afară de viitor*** (if) you ***allow*** her. (what) we ***have done*** (sau did). (if) she ***is crossing*** the street.
3. ***Timp trecut*** (Past Tense, mai-mult-ca-perfectul) a) acțiuni simultane	***Timp trecut***
Past Tense e.g. I thought	***Past Tense*** (that) she ***crossed*** the street. she ***was crossing*** the street when I ***saw*** her.

Propoziţia principală	Propoziţia secundară
b) acţiunea din secundară: ***Trecut*** e.g. I thought	este anterioară celei din principală ***Mai-mult-ca-perfectul*** (that) she ***had crossed*** the street she ***had been crossing*** the street yesterday at 2 o'clock.
c) acţiunea din secundară ***Trecut*** e.g. I thought	este posterioară celei din principală. a) ***Future Perfect in the Past*** (that) she ***would cross*** the street she ***would be crossing*** the street when I ***saw*** her. b) ***Future Perfect in the Past*** she ***would have crossed*** the street by the time the traffic light ***stopped***.

Cazuri în care nu se aplică regulile concordanţei timpurilor

Rules	Examples
1. Când propoziţia secundară conţine o afirmaţie cu caracter universal, verbul ei se pune la ***prezent*** sau ***viitor***:	He ***read*** in the paper that the energy used ***shall change*** the fate of the people. We all ***knew*** that water ***freezes*** below 0°C.
2. Când timpul din subordonată este independent de timpul acţiunii din principală, verbul subordonatei poate fi la ***prezent*** sau ***viitor***:	I ***didn't belive*** her because she ***isn't reliable***. I ***liked*** the play so much that I ***shall*** never ***forget*** it.
3. Propoziţia atributivă şi cea comparativă are verbul la orice timp cerut de sens:	He ***told*** me things which I ***shall*** never ***forget***. She ***liked*** driving more than she ***likes*** or ***will like*** cycling.

EXERCISES

I. Answer the questions:

1. Why is the name of Adam Smith remembered? 2. What technique was he responsible for introducing? 3. We owe Adam Smith a great deal. Do you agree? What are your views? How does large - scale production cause unemployment? 4. What skill is needed to develop industry today? 5. What does a modern industry need to turn ideas into practical projects? 6. What kind of factory is more typical of industry in general? 7. What technique is used

in making automobiles? 8. What is the heart of a factory? 9. What administrative services do you know in a factory? 10. What does design section do and what does engineering section do? 11. What is put together on the first, on the second and on the following assembly lines? 12. What happens at the end of the assembly line?

II. Give synonyms for:

to put together, automobile, works, production, talent, automobile factory, to concentrate, personnel, to work out, to fit up with, experimental shop, it appears, we are glad, personnel manager, to wait, engagement, storehouse, shipment, dealer, customer

III. Fill in with prepositions and adverbs chosing them from below:

of,	off,	to,	on,	to,
of,	to,	as ...	as,	on,
together,		on,	to	

1. The engine is being put ... another assembly line. 2. The central part ... the engine is called the block. 3. The car can be rolled ... the end ... the assembly line ... a parking place. 4. It awaits shipment ... the dealer who will sell it ... the customer. 5. Some models seem to go ... and on. 6. Then there's the unpredictable demands ... fashion ... the market. 7. Do you find that production is ... efficient ... ... the normal production line?

IV. Comprehensive exercise:

a) ***They were to visit a car factory.*** This means

A. they visit a car factory

B. they wanted to visit a car factory

C. a visit to a car factory has been arranged for them

b) ***John had***

A. visited a number of car factories before

B. never visited a car factory

C. had already seen enough car factories

c) ***John phoned his firm in Bucharest.***

A. as soon as he arrived in Bucharest

B. before he left London

C. after the couch had left

d) ***The young management trainer***

A. was on the same course as John.

B. was called John Phillis.

C. had studied the same subjects as Bill.

V. For each of the following words you are asked to provide a synonym and another word which is the opposite in meaning:

Word	Synonym	Opposite
cost	» expense	» revenue
damage	»	»
slack	»	»
acceptably	»	»
secure	»	»
tidy	»	»
fasten	»	»
loosely	»	»
hard-working	»	»
cancel	»	»
employee	»	»
lengthen	»	»
pollution	»	»
release	»	»
extend	»	»
mend	»	»
imperfection	»	»

VI. Join the halves. You are required to make complete sentences.

(I) The various machines in a factory

(II) When there is a pile-up of semi-processed materials

(III) Before the finished goods leave the factory they

(IV) The mass production technique involves

(V) When machines take over the repetitive human involvement

(VI) Although mass production lines are stressful for the workers

a) will be checked by the Quality Control Department

b) it becomes a robotic production line

c) will almost certainly have different productive capacities

d) before a particular machine it is called bottleneck.

e) continuous production of more or less identic units

f) to be clustered together

(VII) During the processing of the raw materials, handling

(VIII) Stocks of raw materials must be available

(IX) As the materials are processed they

(X) In many factories a chief Safety Officer is appointed

(XI) Machines performing the same operations are likely

g) to make sure that accidents are minimised.

h) the technique has given us a higher standard of living

i) in the right quantity, in the right place, at the right time

j) will be made to travel the shortest distance possible

k) will be kept to a minimum so as to keep labour costs at low

VII. Choose the correct verb construction and state your own reason:

1. They (have been/had been) looking forward to seeing the automobile factory for a long time when they finally had a good visit round the works. 2. Meanwhile, the engine (is being/was being) put together on another assembly line. 3. After final adjustments (have been/had been) made the car can be rolled off the end of the line. 4. When the car on the test truck started they (have become/had become very excited. 5. If a car starts at 8 a.m. and travels at an average speed of two miles an hour, how far (will it have travelled/will it travel) by noon? 6. How long (will you have lived/will you live) on camps by the end of summer session? 7. He (had been driving/has driven) the car for 8 hours when Jack saw him. 8. Dan (has lived/had lived) near the factory since father worked there. 9. She (has been living/had lived) here for three months.

VIII. Change the following sentences to Past Tense paying attention to the rules of the sequence of tenses:

Model: She wants to know what is he putting together.

She wanted to know what he was putting together.

1. They say they will discontinue the production of this car. 2. I don't know what is the effficiency of the new department. 3. I am afraid I have lost the entrance card. 4. She thinks she will finish her work in ten minutes. 5. They say the manager may visit their section. 6. When do you think you will manufacture this new product? 7. They don't believe everything he tells them. 8. We suppose the monoblock hall concentrates all technological processes. 9. They are thinking what a pleasure it will be to go to a visit round the automobile works. 10. Everybody is sure that after his return from England he will speak English fluently.

IX. Choose the right tense and the right time:

1. He said he'd • opened the door.
   • open

2. She said they'd • given her some money.
   • give

3. He said he'd met John • before that night.
• the night before.

4. She said she'd had a holiday • on a Monday.
• on the Monday.

5. He said he'd • wait at the office.
• waited

6. He said she'd • learnt a lot of English.
• learn

7. He said he'd spent too much money • a week before.
• the

8. He said he'd been out • that evening.
• in the evening.

9. He said • I'd have a bath • that Thursday.
• I'll have • this

X. Change the following sentences to the negative:

Example: The motor-works turns out a lot of cars.

The motor-works doesn't turn out a lot of cars.

1. It was a long way from the storehouse to the engineering section. 2. They made a lot of fittings there. 3. They developed a great deal of new technologies. 4. You could find there the administrative services. 5. They stamped the body of the car out of sheets of steel. 6. The car was rolled off the end of the assembly line.

XI. Read and retell in the past the following:

a) "Why don't you marry her?"
"She has a slight impediment in her speech"
"How sad. What is it?"
"She can't say «yes»!"

b) Mackpherson [mæk'fə:sn] being drunk falls down a staircase from top to bottom. He has a bottles of whisky in his pocket and unfortunately it breaks. Mackpherson finding the liquid on his hand is heard quickly to exclaim to himself, "I hope it's blood"!

XII. Translate into English:

a) 1. Unde este fabrica de autoturisme? 2. Mi-a spus că noua secție bloc motor va fi dată în funcțiune anul acesta. 3. După ce motorul va fi terminat, linia sa de asamblare va întâlni linia de montare a șasiului. 4. Mi-a plăcut această secție mai mult decât mă așteptam. 5. Directorul de producție a spus că în ceea ce privește eficiența noii secții va trebui să așteptăm și să vedem. 6. Suntem gata să răspundem la toate întrebările pe care ni le veți pune. 7. Eram sigur că acolo o să-l întâlnesc pe directorul serviciului personal. 8. Această

maşină se impune prin calităţile sale tehnice ca un autoturism de performanţă, cu o linie foarte modernă, siguranţă în pilotaj, economie în consumul de carburant. 9. Are o vizibilitate perfectă, fiind echipată cu un parbriz panoramic. 10. Motorul în 4 timpi satisface exigenţele oricărui automobilist. 11. O fabrică de autoturisme este un loc enorm, secţia de bază a fabricii este secţia de execuţie care concentrează toate procesele tehnologice ale produsului finit.

b) Adam Smith a descris "diviziunea muncii" ca o tehnică, prin care muncitorii execută cicluri de muncă foarte scurte repetând aceleaşi activităţi (actions) din nou şi din nou. Care a fost rezultatul? Revoluţia industrială. Specializarea a devenit cuvântul de ordine al zilei. Productivitatea a crescut la un nivel (degree) incredibil. Trenurile şi calea ferată s-au răspândit ca o pânză de păianjen (spider's web) în întreaga lume deschizând calea marilor continente ale Americii, Asiei, Africii şi Australiei.

UNIT 53

ABOUT PRESS

It is almost impossible to imagine a modern society functioning normally without press, in spite of the rapid development of radio and television. THE NEWSPAPER remains a powerful means of spreading news and information. According to UNESCO, about 520 million newspaper copies of about 10,000 newspaper titles are published in the world every day.

Publishing news is not the only purpose of the press.

There are many other purposes which can be and are achieved by press. Newspapers impart information on politics, finance and economics, on arts and theatre, science technology and culture, they specialize in commercial news, industrial advertising, they carry law reports, TV and radio programmes, the weather, etc. Newspapers differ from country to country. Apart from the ideological difference (that is self-understood), there is also a certain difference in the way they are made up (designed). Any newspaper has an issue, a certain circulation, it is printed under a tendency (climate), it bears a motto and a title.

The Romanians are great readers of newspapers, magazines, revues and journals. There are few homes to which at least one paper is not delivered every morning. Many households have two, even three newspapers every day. There are ***daily papers*** that are published daily from Monday to Saturday. There are ***weekly*** and ***monthly papers***. There are ***quality*** papers for those who want to know about the important developments everywhere, both domestic news and foreign news - they give more comprehensive coverage of all aspects of news. There are ***popular*** newspapers for those who prefer entertainments to information, they have a more general readership.

In addition to Bucharest dailies there are other papers published in the country. The ***provincial*** newspapers give full attention both to local and national affairs. There are newspapers specially designed for the younger generation, for teen agers and children.

Claire I'v been in England for nearly three months and still don't know which British paper to buy. Which d'you recommend?

John Well, I get **The Times** and our local newspaper which I read pretty thoroughly.

Claire Doesn't that take up a lot of your time?

John Well, no because I only read those sections that interest me.

Claire Like what?

John Front page news and headlines, the leading article, home and overseas news, and the sections on the arts and entertainments. Sometimes I do the crossword as well.

Claire I'v looked at **The Times** but I think it's too "highbrow" for me! Which paper d'you think would suit me?

John It depends what you want, **The Times** and **The Guardian** are more serious papers. If you want something more sensational and gossipy, you can get **The Daily Mail** or **The Daily Express.**

Claire What about Sunday papers?

John If you want highbrow as you'd call it, you've got **The Sunday Times** and **The Observer**; if you want light entertainment and social gossip, then you get **The Sunday Mirror, The News of the World.**

Claire Is there nothing half-way between these?

John Try **The Sunday Telegraph**.

"I'll make a deal. Tell me where you hid the sale ads and I'll tell you where I hid the sports section."

VOCABULARY

society [sə'saiəti] s. - societate
copy [kɔpi] s. - exemplar
title [taitl] s. - titlu
purpose [p'ə:pəs] s. - scop
to achieve [ə't∫i:v] v. - a realiza
to impart [im'pa:t] v. - a comunica, a face cunoscut
politics ['pɔlitiks] s. - politică
economics [ikə'nɔmiks] s. - economie
advertising [ædvə'taiziŋ] s. - activitate de reclamă
to design [di'zain] v. - (aici) a alcătui
issue ['isju] s. - număr, ediție
circulation ['sə:kju'lei∫ən] s. - (aici) tiraj
tendency ['tendənsi] s. - tendință, climat politic
to bear, bore, born [bɛə, bɔ:, bɔ:n] v. - a purta
headline ['hæd'lain] s. - titlu de ziar; coloană; rând din capul paginii
highbrow ['haibrau] s. (aici) complicat, sofisticat
gossipy ['gɔsipi] adj. - de scandal
gossip ['gɔsip] s. - scandal, bârfă
to deliver [di'livə] v. - a livra
developments [di'veləpmənts] s. - evenimente
domestic ['doumestik] adj. - intern
foreign ['fɔriŋ] adj. - extern
comprehensive [kɔmpri'hensiv] adj. - amplu, cuprinzător
to subscribe [səb'skraib] v. - a se abona
mirror [mirə] s. - oglindă
in spite of - în ciuda
according to - în conformitate cu
is self-understood - se înțelege de la sine
to give full attention to - a acorda atenție deplină
teen-agers - adolescenți
in my opinion - după părerea mea

ADDITIONAL VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1) ***What are the functions of a newspaper? List them as to their importance***
to instruct by means of its articles;
to inform as accurately as posible;
to report on current/world affairs;
to cater for different tastes;
to report news impartially;
to entertain by various means.

2) ***Where is this article/report/account printed?***

on the front page;
on the back page;
on the top of the page;
at the bottom of page 6;
on page 12;
on the inside page;
right on the cover;
in the supplement.

3) ***I wonder whether you have read?***

the detailed account of
the incident;
accident;
event;
Conference;
Premier's arrival;
rocket's flight.

4) ***What can you find printed in the Daily Mirror?***

article;
leader;
refutation;
report;
account;
serial;
Want Ads;
cross-word puzzle.
editorial;
announcement;
comment;
review;
obituary;
strip cartoon;
gossip column;

5) ***What are the people engaged in printing a newspaper?***

correpondent;
journalist;
printer;
reader;
reporter (bews' man);
editor;
compositor;
subscriber.

GRAMMAR

DIRECT AND INDIRECT SPEECH

Vorbirea altei persoane poate fi reprodusă de vorbitor în două moduri:

a) sub forma unui citat - vorbire directă;

b) sub forma unei propoziţii subordonate direct unui verb - vorbire indirectă. Se aplică următoarele reguli:

- se introduce conjuncţia "***that***";

- pronumele personale, posesive, reflexive precum şi adjectivele posesive sunt înlocuite cu formele corespunzătoare pronumelui personal pers. a 2-a şi a 3-a după sens;

- timpul verbului din propoziţia secundară depinde de timpul verbului din propoziţia principală (vezi corespondenţa timpurilor);

- dacă verbul din propoziţia principală este la un timp trecut aqdverbele de loc, timp, cât şi pronumele demonstrativ se schimbă după cum urmează:

this - that	***now - then***	***ago - before***
these - those	***today - that day***	***yesterday - the day before***
here - there	***tomorrow - the next day***	

Direct Speech	Indirect Speech
I. Statements	
Verbele care introduc citatul sunt: ***to say***; ***to tell***; ***to state***; ***to declare***, etc.	
1. He ***says*** (has said, will say): "She is a correspondent".	He ***says*** (has said, will say) that she is a correspondent. - El spune că ea este corespondent de presă.
2. He ***said*** (had said): "I don't understand this account".	He ***said*** (had said) that he didn't understand that account. - El a spus că n-a înţeles relatarea.
3. She ***wrote*** to him: "I shall be there tomorrow".	She ***wrote*** to him that she would be there the next day. - Ea i-a scris că va fi acolo a doua zi.
II. Questions	
Verbele care introduc citatul: ***to ask***; ***to inquire***; ***to wonder***; ***to want***; ***to know***. Întrebarea generală se introduce prin ***whether*** sau ***if***. Întrebarea specială se introduce prin pronume sau adverbe interogative corespunzătoare.	

General Questions	
1. Professor X ***asked*** me: "Have you read the paper?"	Professor X ***asked*** me whether (if) I had read the paper. - Profesorul X m-a întrebat dacă citisem ziarul.
2. He ***inquired*** with the secretary: "Shall I see the editor?"	He ***inquired with*** the secretary if he should see the editor. - S-a informat la secretară dacă trebuie să-l vadă pe editor.
3. She ***asked*** me: "Did you have to write this report?"	She ***wanted to know*** whether I had to write that report. - Ea vroia să știe dacă eu trebuia să scriu referatul acela.
Special Questions	
1. She ***asked*** me: "Where did you buy that magazine?"	She ***wanted to know*** where I had bought that magazine. - Ea dorea să știe unde am cumpărat acea revistă.
2. I ***asked*** her: "When shall I pay for the new subscription?"	I ***asked*** when should I pay for the new subscription. - Am întrebat când va trebui să plătesc noul abonament.
III. Orders, Commands, Requests	
Verbele care introduc citatul sunt: ***to tell***; ***to order***; ***to ask***; ***to advise***, etc.	
1. I said to the secretary: "Give me the report!"	I ***asked*** the secretary to give me the report. - I-am cerut secretarei să-mi dea referatul.
2. Manager B said: "Write the report carefully and completely."	Manager B ***advised*** us to write the report carefully and completely. - Directorul B ne-a sfătuit să scriem referatul cu atenție și complet.
IV. Offers, Suggestions, Advice, Information	
1. She said to me: "Shall I give you my subscription?"	She ***offered*** to give me her subscription. - S-a oferit să-mi dea abonamentul ei la ziar.
2. "Look here, you," said the reporter, "don't waste time!"	The reporter ***asked*** us not to waste time. - Reporterul ne-a rugat să nu pierdem timpul.
3. She ***said*** to her sister: "You are happy!"	She ***told*** her sister that she was happy. - I-a spus surorii sale că e fericită.
4. Father ***told*** me: "You'd better buy a weekly paper!"	Father ***advised*** me to buy a weekly paper. - Tata m-a sfătuit să cumpăr un ziar săptămânal.

EXERCISES

I. Answer the questions:

1. Are you a great reader of periodical press? 2. What kind of newspapers do you know? 3. What sort of articles can a newspaper carry? 4. What do you mean by the design of a newspaper? 5. Do you know any specialized Romanian newspapers? 6. Why do you read newspapers? 7. What are the various parts of a newspaper? 8. What is the editorial of today's newspaper about? 9. In what order do you read a paper? 10. What kind of British newspapers do you know? Say something about them.

II. Give synonyms for:

to imagine, to function, despite, aim, to give information, to make up a newspaper, to send, home news, reliable news, ample, average, moreover.

III. Agree to your partner's statemant in the way shown below:

Model: - The article about which you told me was published in the October issue of the magazine.

- That's right: the article I told you about was published in the October issue.

1. The man with whom you were talking is the diplomatic correspondent of *The Times*. 2. The daily to which I usually subscribe is a well informed paper carrying reliable news. 3. The news in which this weekly specializes is finance and economics. 4. The publishing house in which he works is not far from his residential district. 5. The magazine for which you wrote has increased its circulation.

IV. Fill in the blanks with articles and comment on the text:

What do you think ... news is?

It is not just ... empty question. What is printed and what is not, usually depends on ... publishers' concept of news.

There's a well-known joke circulating among ... publishers, which exactly defines their ideas of news: "If ... dog bites ... man, that's not news; but if ... man bites ... a dog, that's news." In other words, news must be something unusual, unexpected, sensational. Therefore ... accurate description of what is happening in the world, in these publishers' view are not news.

What is your point of view?

V. Use the following sentences in indirect speech and the necessary changes:

1. He says: "The headline is usually placed on the top of an article." 2. John said: "A person can subscribe to more than one paper." 3. My editor asked me: "What is your point of view?" 4. The press correspondent inquired with a reader: "Does news of finance and economics interest you?" 5. The students asked me: "Is it true that newspapers receive information only from their press correspondents?" 6. Mary told me: "That news is

generally printed on the front page!" 7. Helen told me: "Come and read the new editorial!" 8. He said: "I want to show you the advertisements already printed." 9. He asked: :Does the size of a newspaper depend on the quantity of news dispatched and letters it receives?"

VI. Change the following from indirect speech into direct speech:

Model: He asked me how thick a daily paper can be.

He asked: "How thick a daily paper can be?"

1. He wanted to know how many pages a daily consisted of. 2. He inquired if papers printed adds. 3. He asked me what I was thinking of the newspaper tradition. 4. He told me that the newspaper design could influence the quality of a paper. 5. We were asked whether there was any role of photographs and pictures in making the newspaper more lively.

VII. Ask questions and give answers, using the Infinitive phrases given below:

- What have you been doing

all the time?

these two hours?

since nine o'clock?

since early morning?

since I left?

- I have been reading *"The Observer"* (all this time).

1. to wait for the editor;
2. to translate an article from English;
3. to look through the fresh issue of the review;
4. to type the account of the incident;
5. to read the Financial Times.

VIII. Supply the suitable words:

A person	who sends news, articles, reports, etc. to a newspaper,	is called ...
	who looks through the manuscript of an article, corrects it, suggests, changes and prepares it for printing'	is called ...
	who sets up type for printing,	is called ...
	who buys a newspaper, a magazine, etc. regularly,	is called ...
	who is engaged in publishing, editing or working for a newspaper,	is called ...

IX. Change the sentences using the verbs: to print, to carry or to contain.

Model: - There is always a lot of home news in the paper.

- This paper prints (carries, contains) a lot of home news.

1. One can find a great deal of sporting news in this daily. 2. You will never see advertisments in *"The Observer"*. 3. The news of this sort is never found in a specialized newspaper. 4. Are there any book reviews in the latest issue of România literară?

X. Reading practice:

a) Read, translate and comment on the text:

What we are

Teenagers, of course, dress outrageously. They listen to pop music and sometimes break the law. People not given to these habits may fail to see the value of this most pure and well beloved lifestyle, or they may even start whining about haircuts, national service and life in "their day".

Clothes and haircuts are traditional bones of convention between generations. This clash was never fiercer then when boys and girls started dyeing their hair in bright colours. Many teenagers take massive care over their appearance. This is a good thing. Anyone who remerbers being treated like an idiot for half his or her waking hours, for no better reason than being at a difficult age, will understand the sweet satisfaction of a secret language, a private land into which no parent or policeman will ever intrude. There is such an abundance of music for youth available today that it is wrong to lump it all together under the heading of "pop music". Whatever you want you can get it: sweet sounds for lovers; tribal rhythms made for feet, sad songs for sensitive people. Music like rockability and soul, heavy metal jazz funk rock and reggae. The nation shakes beneath a thousand separate rhythms, from clubs and pubs, parties and town halls. The question "Has any of this music lasting merit?" is surely missing the point. We like it. There is no doubt a lot of teenage fun involves breaking the law. Some laws plead to be broken, for example that law which forbids a 17-year-old mother of two to accompany her 18-year-old husband into an X-rated film. Also forbidden to the underage are smoking, drinking, driving, visiting the night clubs, and ... - all of which make life sweet and mysterious.

This might all seem a little enthusiastic... Have no fear teenage agony is alive and thriving; we still suffer from pimples, freckles, patronage and frustration. But from where we stand, today's teenagers are more lively, bright, colourful and energetic than any before them.

(John Honderich - *"The Guardian"*)

b) FUN QUIZ

FILL IN THE BLANKS — IT'S EASY AS __, TWO, THREE!

Many things come in threes - see how many well-known triplets you can remember in this fun quiz. Just fill in the blank for each set:

1) __, Blinken and Nod
2) __, White and Blue
3) __, Mopsy and Cotton-tail
4) __, Romans, country-men
5) __, dark and handsome
6) __, women and song

7) __, wealthy and wise
8) __, Pinta and Santa Maria
9) __, fat and 40
10) __, Schaffner and Marx
11) __, look, listen
12) __, to Evers to Chance
13) __, vegetable and mineral
14) __, liberty and the pursuit of happiness
15) __, baker and candlestick maker
16) __, and snails and puppy dog tails
17) __, Topeka and Santa Fe
18) __, book and candle
19) __, line and sinker
20) __, stock and barrel

ANSWERS: 1) Winken; 2) Red; 3) Flopsy; 4) Friends; 5) Tall; 6) Wine; 7) Healthy; 8) Nina; 9) Fair; 10) Hart; 11) Stop; 12) Thinker; 13) Animal; 14) Life; 15) Butcher; 16) Snakes; 17) Atchinson; 18) Bell; 19) Hook; 20) Lock.

One woman to another about her husband: ***"He is a legend in his own mind."***

XI. Ask questions using the tables below:

WHAT THE GREENS READ

	Quality dailies	%	Popular dailies	%	Quality Sundays	%	Popular Sundays	%
General public		16		59		13		61
Green activities (15% of total)		32		10		36		11
Green activists (42% of total)		64		37		67		39

HOW GREEN IS YOUR PAPER?

QUALITY PAPERS	Activists	Consumers	POPULAR PAPERS	Activists	Consumers
The Guardian	51%	82%	Mail on Sunday	20%	60%
The Times	43%	70%	Daily Mail	17%	48%
Observer	40%	66%	Sunday Express	17%	47%
The Sunday Times	38%	73%	Daily Express	14%	47%
The Independent	36%	67%	Today	13%	51%
Sunday Telegraph	27%	60%	Sunday Mirror	11%	38%
Financial Times	24%	76%	Daily Mirror	10%	35%
Daily Telegtaph	22%	55%	Sunday People	10%	35%
			The Star	10%	30%
			News of World	7%	32%
			The Sun	6%	31%

% or 'per cent' is pronounced p'cent

Example - What percentage of greens .....?
- Which quality paper is read by the greatest percentage of green activists?

XII. Translate into English:

a) 1. L-am auzit spunându-i prietenului său: "Voi citi săptămânal un articol în limba engleză." 2. Am fost întrebați: "Cât timp ne va trebui ca să completăm toate aceste formulare?" 3. Mi s-a răspuns: "Majoritatea angajaților noștri sunt abonați la cel puțin un cotidian și un săptămânal." 4. Vroia să știe dacă mai lucrez la editura revistei. 5. L-am întrebat ce diferență există între un ziar național și unul local. 6. S-a oferit să-mi traducă știrile din ziarul de pe masă. 7. El spunea că orice ziar poate conține un articol de fond, articole de critică literară, comentarii, știri sportive, evenimente politice, știri economice și comerciale, cuvinte încrucișate și buletinul meteorologic, mica publicitate, etc.

b) 1. Se știe că (it is common knowledge) ziarele și-au dezvoltat propriul lor limbaj și stil. 2. Deși unii spun că limbajul ziaristic nu are nimic specific, totuși poți întâlni (to come across) aproape toate stilurile existente într-o limbă. 3. Are "design"-ul vreo influență asupra calității unui ziar? 4. Sunt cititorii indiferenți față de felul cum este alcătuit un ziar? 5. Ce credeți despre rolul fotografiilor și al pozelor? Este ziarul mai atractiv, mai viu? 6. Fleet Street furnizează toate cotidienele britanice. Se află pe malul de nord al Tamisei aproape de instituții britanice ca: Banca Angliei, Bursa, Parlamentul și Tribunalul. Fleet Street are astfel o poziție excelentă pentru a observa (to keep an eye on) tot ceea ce se întâmplă. De fapt Fleet Street a devenit un termen cam larg astăzi. Astăzi ziarul de scandal "Daily Express" și un altul ceva mai serios, Daily Telegraph, se mai publică în Fleet Street. Toate celelalte ziare se publică pe străzile laterale, dar se numesc ziare Fleet Street, deoarece termenul a ajuns să definească casa londoneză a tuturor ziarelor naționale.

XIII. Finish with a smile:

"If you ask me - she's going to be sorry!"

"I'm the only kid in the neighborhood who isn't from a previous marriage!"

"Religious differences - he failed to worship me!"

UNIT 54

BUSINESS MEETINGS

Any business meeting can be ruled by its own "standing orders", unwritten regulations and customs. The "rules of procedure" have been designed to enable only official gathering to be effective and legally correct.

The chair (or the chairman) presides the meeting. His main function is to conduct the meeting taking decisions on particular problems of the proceedings. He opens the meeting, he announces what the business is, gives to the participants the permission to speak, calls for a vote on a motion, announces the results of a vote, and generally preserves order. All speeches or remarks of those present are addressed to the chair.

The relator (raporteur)'s duty is to provide the required explanation. The secretary's duty is making minutes.

A committee normally comprises between three and twenty members.

It is headed by a chairperson who has the power to control the discussion.

He (she) will be expected to identify the problem for the committee members, consider the available facts with them and encourage them to express their views.

The use of a committee in business can be advocated whenever the normal chain of command is inappropriate. The committee allows people from different departments and specialists to come together to deal with problems of common concern.

The committee is essentially a communication device.

The problem in a large organization is to ensure a two-way flow of instructions (downwards) and feedback (upwards). It is often possible for a management to delegate the responsibility for making decisions to committees, though it is important to remember that the Board of Directors is also a committee and functions accordingly. Minutes are kept of the decisions taken at the meetings which become a record of the business transacted and the decisions reached. The secretary's duty is taking minutes. The proceedings follow the order set out in the agenda which is distributed to the members before the meeting.

Under no circumstances can voting take place unless a quorum (a minimum number of members) is present. A motion (or a resolution) is the term used to describe the point in the meeting when a decision is being considered.

If one of the members makes a proposition then he will need to find a seconder - someone who supports it. The wording of the resolution is very important as the committee will be bound by it if more than half of the members present vote in favour.

Another form of meeting used in business is "a command meeting". The manager calls his subordinates together and uses this occasion either to tell them what he wants from them

or listen and exchange ideas with them. Some managers have such meetings on a regular basis ensuring that their teams are kept fully informed.

The manager can use the time of such meetings to tell ideas to his team, seek their aid in finding solutions to problems or simply inform and instruct them.

The purpose of any meeting consists in exchanging opinions and views on the matter discussed and adopting decision. Most resolutions are voted by a mere show of hands and considered adopted if a bare majority of members are in favour of it. For more important decisions the so-called "constitutional majority" is necessary, amounting to two-thirds of the members of the assembly.

Speakers are to keep to the point. They should not abuse the attention of the listeners and they must confine themselves to the time-limit stated by the meeting at the beginning of its work. Some members, however, neglect these rules. They take the floor on every item of the agenda and speak endlessly. They believe all they say is instructive and interesting to everybody. The chairman must insist that the speaker keep to the questions and not wander into other matters. If the president's advice is not followed, he may cut the speaker short or take the floor from him.

"Mr. Chairman, as my train leaves in ten minutes, I propose we accept the amendment."

Wherever a small or large group of people is gathered for discussions and decision, system and order is required. All the regulations and rules of procedure must be strictly observed, otherwise there is more confusion than accomplishment.

A What day is the opening of the Public Offers Seminar schedulled for?

B I haven't seen the notice but I think they won't be able to convene the participants earlier than tomorrow fortnight.

A They say the whole conference will be held in plenary sessions.

B No, I don't think so. It woulld be impossible with so many reports for discussion. There will also be sittings of two or three specialized committees.

A What is the programme of the first committee?

B They seem to open at 10.00 a.m. with the "Structure of the Offers".

A By the way, do you know who is the speaker who is going to deliver his presentation?

B Somebody from the AVM, I guess. But let's go to the registration desk and get a programme.

VOCABULARY

meeting ['mi:tiŋ] s. - ședință
to summon ['sʌmən] v. - a convoca
to gather ['gæðə] v. - a aduna, a strânge
to convene [kən'vi:n] v. - a convoca
symposium [sim'pouziəm] s. - simpozion
to rule [ru:l] v. - a conduce
to conduct [kən'dʌkt] v. - a conduce
effective [i'fektiv] adj. - eficient
to preside [pri'zaid] v. - a prezida
chair [tʃɛə] s. - (amer.) președintele unei adunări
chairman ['tʃɛəmən] s. - președinte

proceedings [prə'si:diŋz] s. - lucrările unei conferințe

motion ['mouʃən] s. - moțiune, propunere

to move [mu:v] v. - (aici) a propune

to confine [kən'fain] v. - a se limita la

agenda [ə'dʒendə] s. - ordinea de zi

accomplishment [ə'kʌmpliʃmənt] s. - împlinire, realizare

to head [hed] v. - a conduce

chairperson [t'ʃɛəpə:sn] s. - președinte

committee [kə'mi:ti:] s. - comitet

to expect [ik'spekt] v. - a se aștepta la

available [ə'veiləbl] adj. - disponibil, existent

to encourage [en'kʌridʒ] v. - a încuraja

view [vju:] s. - părere, punct de vedere

to advocate [ædvə'keit] v. - a susține (aici)

inappropriate [inə'prqopri'eit] adj. - necorespunzător

department [di'pa:tmənt] s. - serviciu, secție

specialism[speʃə'lizm] s. - subsecție, specialitate

concern [kən'sə:n] s. - preocupare; îngrijorare

device [di'vais] s. - procedeu

to ensure [en'ʃuə] v. - a asigura

flow [flou] s. - flux

feedback [fi:dbæk] s. - reacție, răspuns

to delegate ['dele'geit] v. - a delega

accordingly [ə'kɔ:diŋli] adv. - în consecință

minutes ['minitz] s. - proces-verbal

record ['rekɔd] s. - dată înregistrată

to transact [tra:n'zækt] v. - a tranzacta

seconder ['sekəndə] s. - persoană care susține/sprijină

wording ['wə:diŋ] s. - redactare

Board of Directors - Consiliu de administrație

to make a decision - a decide, a lua o decizie

to reach a decision - a ajunge la o decizie

the order set out - ordinea stabilită

on a regular basis - în mod regulat; la date fixe

to exchange ideas - a face schimb de idei

to call together - a aduna/a strânge

standing order - ordine permanentă

rules of procedure - reguli de procedură

to take a decision - a lua o hotărâre

to call for a vote - a cere votarea

to take minutes - a face un proces verbal

to call the meeting to order - a chema la ordine, a începe ședința

to exchange opinions - a schimba opinii

a bare majority - o majoritate neînsemnată, slabă

to take the floor - a lua cuvântul

VOCABULARY PRACTICE

Answer the following questions using the additional words:

1) ***What kind of public meetings do yoy know?***

sitting;
conference;
assembly;
session;
meeting
congress
get-together;
rally.

2) ***What are you going to elect according to the standing rules?***

the working presidium (the chair);
the president of the meeting;
the credentials;
the investigation committee;
the conference committee;
the steering committee;
the chairman, chairperson, and the secretary;
the ballot committee;
the drafting committee;
the auditing committee;
the smelling committee;
the organizing committee.

3) ***What is the floor open for:***

nomination;
discussion;
amendments;
debate.
suggestions;
propositions;
additions;

4) ***What rules of procedure do you practise at a meeting?***

to keep the minutes;
to listen to the point of order;
to submit questions in writing;
to nominate the candidate;
to pass to A-OB (Any Other Bussiness).
to read out the minutes;
to read out the draft resolution;
to open the meeting
to challenge a candidate;

5) ***When can you*** close / postpone / adjorn a meeting?

6) ***When can we say that the agenda is*** carried? adopted? approved? accepted? passed?

7) ***How do you call the persons participating in a meeting?***

delegates;	candidates;
participants;	orators;
chair;	secretary;
raporteur;	opponent;
speaker;	members.

GRAMMAR

THE CONDITIONAL MOOD

Rules	Examples
1. Condiționalul prezent exprimă o acțiune a cărei realizare depinde în general de îndeplinirea unei condiții.	I ***should open*** the meeting but I have to wait for the secretary. - Aș deschide ședința dar trebuie să aștept secretarul.
2. Condiționalul trecut exprimă o acțiune a cărei realizare a depins în general de îndeplinirea unei condiții.	What ***would*** you ***have done*** if you had been there? - Ce ai fi făcut dacă erai acolo?
3. Cu verbele care exprimă dorința (to want, to wish, to like, etc.) condiția poate fi exclusă.	We ***would like*** to adjourn the sitting. - Am dori să suspendăm ședința.

INDIRECT AND DIRECT OBJECTS OF VERBS

În limba engleză anumite verbe pot fi urmate de două complements, complement indirect și direct.

give	Mr. Smith gave ***his secretary*** the minutes. Mr. Smith gave the minutes ***to the secretary***.
offer	They offered ***their guests*** some coffee. They offered some coffee ***to their guests***.
lend	Will you lend ***me*** your pen? Will you lend your pen ***to my fellow***?
show	The chairman shows ***the orator*** the rostrum. The chairman shows the rostrum ***to the orator***.

tell	The candidate tells ***the chair*** his point of order. The candidate tells his point of order ***to the chair***.
send	They sent ***the secretariate*** a long report. They sent a long report ***to the secretariate***.

EXERCISES

I. Answer the questions:

1. Why is the committee meeting headed by a chairperson?
2. What is the chairperson expected to do during a business meeting?
3. When is the formation of a committee justified?
4. What is essentially a committee?
5. What does a committee allow people to do?
6. In what sense is the Board of Directors a committee?
7. Why is it necessary to keep the minutes of a business meeting?
8. How does the committee reach a decision?
9. What is a command meeting? How does it differ from a committee?
10. What is a meeting ruled by?
11. What can an agenda of a business meeting carry?
12. What are the do's of taking the floor?

II. Give synonyms of:

to assure, to move, to second, different, to convene, to rule, to preside, problems, to give the permission to speak, steps, purpose, opinion, to adopt, to confine, to keep to the question, the order of business.

III. Bring in your motion as shown in the model:

Model: We have to adopt the agenda of the meeting.
I move (I suggest) the agenda be adopted as it stands.

1. The secretary should record all the proceedings. 2. I think a presidium (chair) not a person alone is to preside at this meeting. 3. We are to elect an investigating committee. 4. We should strictly observe the rules of the procedure. 5. We must take the floor from Mr. X as he has exceeded the time limit. 6. We must change the order of business (agenda). 7. We think we must close the nomination. 8. We are to elect the committee by secret ballot. 9. You may submit all the questions in writing.

IV. The following words are missing from the text. Fill in the gaps of the text.

power, discussion, headed, to identify, available, for, encourage, for, views, reached, record, transacted, of, at, for, to delegate, for, to.

1. A meeting is always ... by a chairperson who has ... to control ... .

2. The chair will be expected ... the problem ... the committee members, consider the ... facts with them and ... them to express their ... .

3. It is often possible ... a management ... the responsibility ... making decisions ... committees.

4. Minutes are kept ... the decisions taken ... the meetings which become a ... of the business ... and the decisions ... .

V. Fill in the blanks in the following sentence with THEIR, THERE and THEY'RE.

1. ... is a deep-rooted democratic tradition that people have a right to speak on matters which affect .. interests.

2. The union representative said ... entitled to express ... views.

3. When people come together to discuss problems ... may be a development of cliches in which case ... objectivity could suffer.

4. ... is still no news from the Headquarters.

5. ... some chairpeople who tend to dominate committee.

6. I don't see the point of asking them for ... opinions if ... not interested ... .

VI. Put the verbs in the following sentences in the Conditional Mood (present and perfect), make the required changes.

1. The discussions are over but there are still three participants to take the floor. 2. This motion is voted down but there are 7 abstentions. 3. The meeting is to be held next week at the demand of the majority. 4. All speeches are addressed to the chair. 5. The secretary's duty is taking minutes but the rules are not observed. 6. A member moves that a correction be made if there is any error. 8. The purpose of a meeting consists in exchanging opinions if it is properly ruled.

VII. Join in the challenge of the persons mentionned by the members of the meeting.

Model: I challenge Mr. X because he is always late with his works.

I also challenge Mr. X on account of his poor studies in economics.

1. I challenge Mr. B because she neglects public services. 2. I challenge Mr. C because he behaves improperly. 3. I challenge Mr. C because he is impossible to get along with. 4. I challenge Mr. B because I think he is lacking experience in business matters.

VIII. Change the following sentences using modal auxiliaries:

1. *It is advisable* for him to go to the meeting. 2. She *promises* to take the floor. 3. The chair *is obliged* to take his floor if he exceeds the time-limit. 4. *It was possible* for him to write the minutes. 5. The secretary asked: "*Do you want* to submit your questions in writing?" 6. I *guess* the meeting will close at 7 p.m. 7. *Perhaps* they don't always know how to proceed with a meeting. 8. Evidently she is in the chair.

IX. Often English avoids negative adjectives, preferring not + positive equivalent. Change in a similar way.

Model: The food was cold. - ***The food was not very hot.***

1. That's unsuitable.
2. That's a stupid suggestion.
3. That proposal is insensitive to local conditions.
4. That suggestion is impractical.
5. I'm unhappy with that idea.
6. That's a useless line of argument.
7. That's inconvenient.
8. That's a negative way of looking at the problem.

X. Study these sentences. Write some similar of your own.

She was very clever. But she was more than that; she was very beautiful.

She was ***not only*** very clever ***but*** very beautiful.

She was very clever. ***Furthermore***, she was very beautiful.

In additions to being very clever, she was very beautiful.

Apart from being very clever, she was very beautiful.

As well as being very clever, she was very beautiful.

1. They spoke very badly. They spoke on wrong subjects.
2. They bought 2000 typewriters. They promised to buy 200 more.
3. They paid a fine. He was sacked.

XI. Here is the procedure for a formal meeting.

MINI-MEETING 1

Work in groups of 3 or 4. Take it in turns to be the Chair and hold a meeting using the formulas below:

AGENDA

1. Minutes *
2. Matters Arising
3. Date for Xmas Party
4. The Coffee Machine
5. Any Other Business

* already circulated

MINI-MEETING 2

Work in groups of 3 or 4. Take it in turns to be the Chair and hold a meeting and make use of the formulas below.

AGENDA

1. Minutes
2. Matters Arising
3. Clothing during the summer
   (a) office
   (b) weekly meetings
   (c) outsiders
   (d) A.G.M.
4. A.O.B.

TAKING THE FLOOR

Excuse me Mr. Chairman, may I say something please?

With the Chair's permission, I'd like to take the point about ...

Could I just make a point about ...?

Could I say something here, please?

FINISHING A POINT

Has anyone anything further they wish to add before we move on to the next item of the agenda?

Has anyone anything further to add?

DIRECTING

We seem to be losing sight of the main point. The question is ...

This isn't really relevant to our discussion. What we're trying to do is ...

Could you stick to the subject, please?

Let's not get sidetracked. The issue under discussion is ...

KEEPING ORDER

We can't all speak at once; Mr. New, would you like to speak first?

Mrs Wilson, would you mind addressing your remarks to the Chair, please.

I shall have to call you to order, Mr. Simpson.

MOVING TO A NEW POINT

Could we move on to item 4 on the agenda?

Now, I'd like to turn to ...

Can we go on now to ...

POSTPONING DISCUSSION

Well, Ladies and Gentlemen, with your approval, I propose to defer this matter until we have more information at our disposal.

If no-one has any objections, I suggest that we leave this matter until our next meeting.
Perhaps we could leave this for the time being. We can come back to it later.

PROPOSING
With the Chair's permission, I move that ...
Mr. Chairman I'll second that motion.
I would like to propose the motion that ...
Would anyone like to second the motion?

MOVING TO A VOTE
Perhaps we should take a formal vote on this.
Can I ask for a show of hands?
Let's put it to the vote.
Could we take a vote on it?
Can we move to a vote on this?

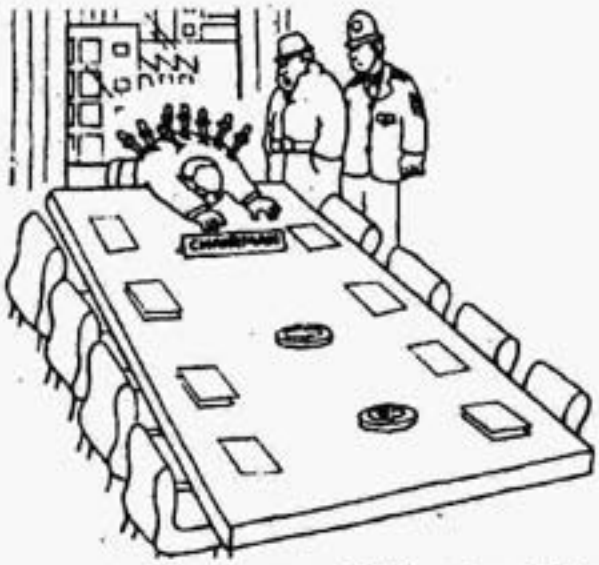
VOTING
In the event of a tie, I would like to remind you that I have the casting vote.
Those for the motion, please?
Those against?
Any abstentions?
The motion is carried unanimously.
The motion has been rejected by 6 votes to 5.

CONSENSUS
It seems that we have a consensus.
Can I take it everyone's in favour?
Are we all agreed on that?
Well, it looks as if we're broadly in agreement on this.

ANY OTHER BUSINESS
Is there any other business?
Any further points?
Is there anything else to discuss?

CLOSING
I declare the meeting closed. Thank you Ladies and Gentlemen.
That concludes our business for today. Thank you.
Well, I think that covers everything.
That's all for today. Thank you.

XII. Finish with a smile



"So far, sergeant, we've narrowed it down to eight suspects".

1. HEAR! HEAR!

A member of Parliament was making an attack on an opponent.

"Where shall we find a greater rogue than he?"

"Hear! Hear!" shouted a member.

"Thank you for information", said the speaker.

2. HOW ABOUT HAY?

At a Hyde Park meeting an orator said, "The People of this country must grow more wheat."

"How about hay?" shouted an angry listener.

"Well, I'm talking now about food for mankind," retorted the orator, "but I'll get round to your case in a minute."

XIII. Translate into English:

a) 1. Aş lua cuvântul dar e prea multă lume prezentă. 2. Aş fi condus şedinţa conform regulilor de procedură dar timpul m-a silit să o amân. 3. M-aş fi limitat la cele 5 minute dar aveam prea multe de spus. 4. Ar fi supus la vot propunerea dar şedinţa s-a suspendat. 5. Explică-i de ce a trebuit să plece. 6. I-au oferit un exemplar al procesului verbal. 7. Preşedintele a dat secretariatului lista cu participanţi. 8. Au trimis participanţilor mapa cu lucrări şi ecusoane (badges).

b) Sunteţi un bun vorbitor? Discursul (speaking) eficient este şi trebuie să fie la îndemâna unui bun director. Capacitatea de a vorbi unui public mai mult sau mai puţin numeros poate avea un impact profund asupra imaginii omului de la tribună şi asupra perspectivelor carierei sale.

Să presupunem că urmează să vorbiţi în faţa unei audienţe de vreo 30 de persoane. Urmează să decideţi asupra scopului discursului dumneavoastră. Aflaţi cât şi ce ştie audienţa despre ceea ce urmează să vorbiţi. Concentraţi-vă şi alegeţi acele aspecte care prezintă cel mai

mult interes. Atunci când aveţi cuvântul nu citiţi un text de la capăt la coadă (a full script), utilizaţi câteva note (scratches).

Cum aţi începe discursul? Desigur veţi spune că încercaţi să fiţi concis şi să nu fiţi plictisitor (boring). Prezentaţi ideile principale (outline) şi principalele domenii pe care urmează să le discutaţi (to cover). Vorbiţi normal în cuvinte simple, foarte scurte, nu încercaţi să impresionaţi prin cuvinte complicate ca să dovediţi cunoştinţele şi pregătirea dumneavoastră profesională. În ceea ce priveşte viteza cu care vorbiţi, nu vă faceţi griji - vorbiţi natural. Tonul vocii este un factor deosebit de important. Mulţumesc pentru că m-aţi ascultat.

c) A cere o opinie: Care este părrea dumneavoastră despre ...?
Care este poziţia dumneavoastră asupra ...,?
Ce credeţi despre ...?
Aş dori să aud părerea dumneavoastră despre ... .

Solicitând o reacţie: Mă întrebam care este punctul dumneavoastră de vedere asupra problemei?
Mă întreb dacă aţi dori să comentaţi, D-na Lang?

Exprimarea părerilor: Cred cu tărie că ...
Sunt absolut convins că ...
Este părerea mea că ...
Fără îndoială că ...
Este perfect clar în mintea mea că ...

Exprimarea unei opinii neutre: Consider că ...
După câte înţeleg ...
În ceea ce mă priveşte ...
Din punctul meu de vedere ...

Exprimarea unor păreri/gen sugestii (tentative opinions): Mi se pare că ...
Aş spune că ...
Cred că ar fi corect să spună că ...
După câte pot să judec ...

Solicitarea unui răspuns la o întrebare: Aş dori să-l întreb pe colegul meu Dl. Davis să-mi spună când ...
Dacă îmi permiteţi, aş dori ca Dl. Davis să-mi răspundă la întrebare acum.
Aş dori să-l rog pe Dl. Davis, care este mult mai pregătit (qualified) decât mine să explice problema ...

UNIT 55

WHAT IS MANAGEMENT

Management is the process undertaken by one or more persons to coordinate the activities of other persons to achieve results not attainable by any one person acting alone.

The process of management is an integrated whole which is described as a series of separate activities or functions making up the entire process.

The model of management thus described identifies the management functions as ***planning***, ***organizing*** and ***controlling***, linked together by ***leading***. Planning determines ***what*** results the organization will achieve; organizing specifies ***how*** it will achieve the results and controlling determines ***whether*** the results are achieved. Throughout planning, organizing and controlling, managers exercise leadership.

Planning

The planning function is the capstone activity of management. Planning activities determine an organization's objectives and establish the appropriate strategies for achieving those objectives. The organizing, leading and controlling functions carry out the planning decisions.

Planning is done by managers at every level of the organization. Through their plans, managers outline what the organization must do to be successful. While plans may differ in focus, they are all concerned with achieving organizational goals in the short and long term. Taken as a whole, an organization's plans are the primary tools for preparing for and dealing with changes in the organization's environment.

Organizing

After managers develop objectives and plans to achieve the objectives, they must design and develop an organization that will be able to accomplish the objectives. Thus, the purpose of the organizing function is to create a structure of task and authority relationships that serves this purpose.

The organizing function takes the tasks identified during planning and assigns them to individuals and groups within the organization so that objectives set by planning can be achieved. Organizing, then, can be thought of as turning plans into action. The organizing function also provides an organizational structure that enables the organization to function effectively as a cohesive whole.

Leading

Once objectives have been developed and the organizational structure has been designed and staffed; the next step is to begin to move the organization towards the objectives. The leading function serves this purpose. Sometimes called ***directing*** or ***motivating***, leading

involves influencing the members of the organization to perform in ways that accomplish the organization's objectives.

The leading function focuses directly on the people in the organization, since its major purpose is to channel human behaviour towards accomplishing organizational goals. Effective leadership is a highly prized ability in organization and is a skill that some managers have difficulty in developing. The ability required both task-oriented capabilities and the ability to communicate, understand and motivate people.

Controlling

Finally, a manager must make sure that the actual performance of the organization conforms with the performance that was planned for the organization. This is the controlling function of management and it requires three elements: (1) established ***standards*** of performance, (2) ***information*** that indicates deviations between actual performance and the established standards and (3) ***action*** to correct performance that does not meet the standards. Simply speaking, the purpose of management control is to make sure that the organization stays on the path that was planned for it.

Executive manager Gentlemen, I summoned you this morning to discuss the preliminary results of the new production line we started testing six months ago.

Planning manager I think it's a good idea to compare our figures at this stage.

Organizing officer I have serious trouble in securing some essential resources for the production line with the result that the end-product doesn't tally with the planned standards.

Controlling officer I can confirm this assessment. According to my estimates, the products manufactured are defective in quality.

Executive manager Did you check the shop-floor behaviour and the performance of the new equipment?

Controlling officer I certainly did, Sir, and most accurately. The performance of both the operators and of the installations is flawless.

Organizing officer Apparently there is something wrong with the quality of the steel alloys we get from our sub-contractor.

Planning manager When we drew up the blueprints we had in mind using the best steels existing on the market. Now, we cannot trifle with the quality of this material as it is essential for the success of our new line.

Executive manager I cannot agree with you more. Before we make a final decision, get an expert to look into the matter and also get in touch with the sub-contractor and see what he has to say.

VOCABULARY

to manage, ed, ed ['mænidʒ] v. - a conduce, a administra, a guverna (o bancă)

manager ['mænidʒə] s. - director, administrator

to undertake, undertook, undertaken [ʌndə'teik, 'ʌndə'tuk, ʌndə'teikən] v. - a întreprinde, a se angaja, a face

capstone ['kæpstoun] s. - corolar

appropriate [ə'proupriit] adj. - adecvat, potrivit

to outline, ed, ed ['autlain] v. - a contura, a schița, a proiecta

outline ['autlain] s. - contur, schiță, rezumat

to focus, ed, ed ['foukəs] v. - a concentra

focus ['foukəs] s. - direcție, punct central, concentrare

to design, ed, ed [di'zain] v. - a proiecta

design [di'zain] s. - proiect, plan, schiță

to accomplish, ed, ed [ə'kʌmpliʃ] v. - a îndeplini, a realiza, a desăvârși

to assign, ed, ed [ə'sain] v. - a repartiza, a atribui

assignment [ə'sainmənt] s. - sarcină, misiune

to set, set, set [set] v. - a stabili, a hotărî

to staff, ed, ed [sta:f] v. - a dota cu personal

staff [sta:f] s. - personal

to prize, ed, ed [praiz] v. - a prețui, a aprecia

prize [praiz] s. - premiu

behaviour [bi'heiviə] s. - conduită, comportament

to summon, ed, ed ['sʌmən] v. - a convoca; a soma, a cita

to secure, ed, ed [si'kjuə] v. - a obține, a procura, a asigura

to assess, ed, ed [ə'ses] v. - a evalua, a fixa suma unui impozit

assessment [ə'sesmənt] s. - evaluare

accurate ['ækjurit] adj. - exact, precis; scrupulos

flawless ['flɔ:lis] adj. - fără defect, fără cusur, impecabil

blueprint [blu:print] s. - plan, schemă, proiect

to be concerned with - a se preocupa de

to deal with - a se ocupa de

end-product - produs finit

to tally with - a corespunde

shop-floor - atelier de producție

to draw up - a elabora, a întocmi, a redacta

to trifle with - a glumi

to look into the matter - a examina (studia) problema

to get in touch with - a lua legătura cu

executive manager - director executiv

planning manager - director cu planificarea

organizing officer - funcționar cu organizarea

to meet the standards - a corespunde standardelor

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***What are the characteristics of the main components of the long-term production programme?***

- long-term sales forecasts
- inventory requirements
- manpower, materials and energy requirements
- reserach and development

2. ***What managerial functions are carried out by:***

- acting manager
- board of managers
- business manager
- assistant manager
- factory manager
- operating manager
- works manager
- managing director
- managing partner
- bank manager
- branch manager
- commercial manager
- deputy manager
- general manager
- sales manager
- managing committee
- managing engineer
- managing board

3. ***Can you give a brief description of some of the maintenance plan elements given below?***

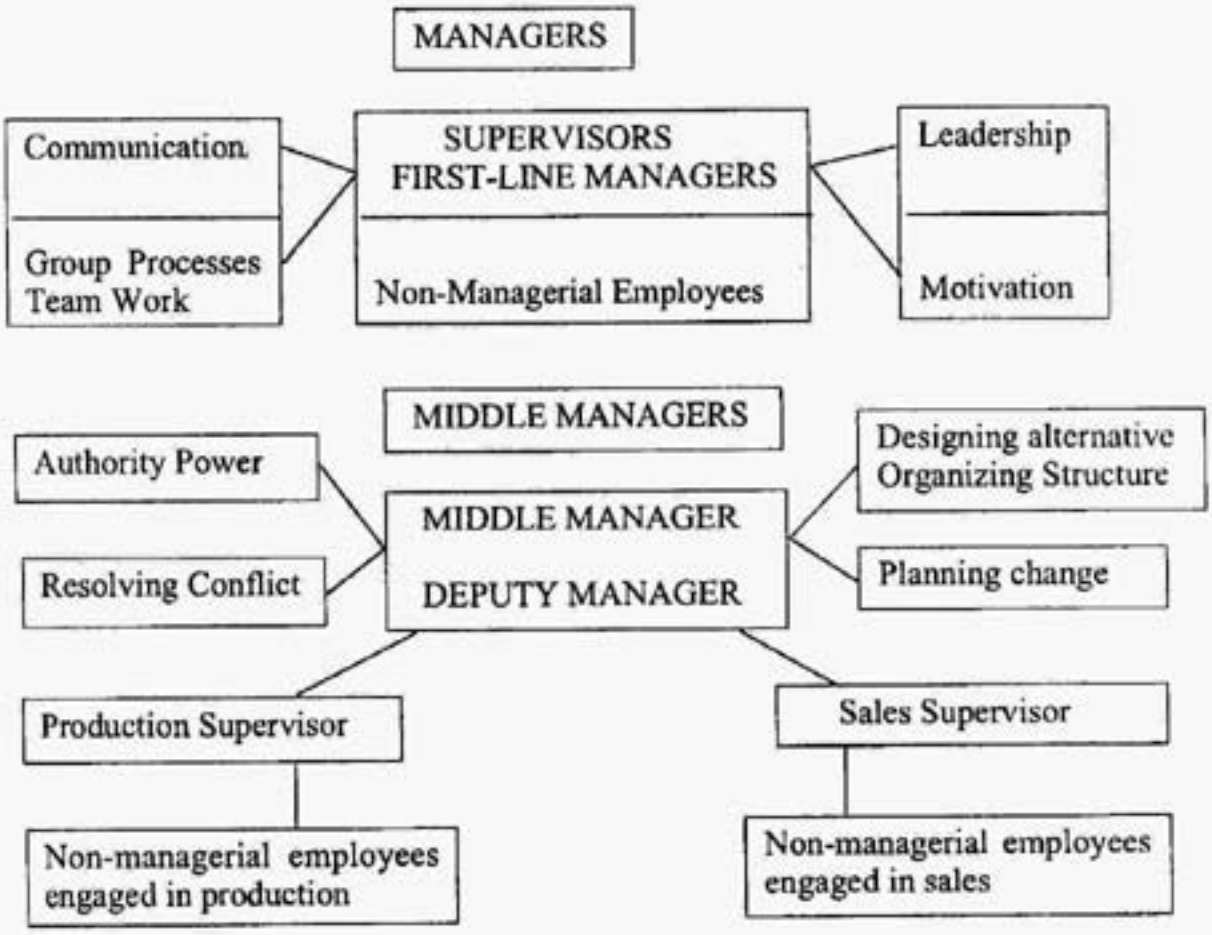
- supplier recommended
- maintenance programme
- future price and availability of maintenance parts and labour
- nature, location and development of maintenance facilities
- maintenance contracts
- expected service levels
- replacement requirements

4. ***What is the impact of finance on:***

- marketing
- production
- human resources
- product pricing

5. ***What is the importance of human resources management in preparing:***

- the annual budget-setting process
- tong-term financial planning
- long-term operations planning



GRAMMAR

IF CLAUSES

O frază cu o propoziţie subordonată condiţională se compune din două părţi:

a) condiţia sau presupunerea exprimată în propoziţia condiţională (conditional clause sau if clause)

b) consecinţa acestei condiţii exprimată în propoziţia principală

Propoziţiile condiţionale se introduc prin următoarele cuvinte: if - dacă, ; even if - chiar dacă; in case - în cazul când (că); on condition that - cu condiţia ca; provided that - co condiţia ca; supposing that - presupunând că; even if, even though - chiar dacă; unless - dacă nu.

Propozițiile condiționale pot exprima:

Rules	Examples
I. O acțiune reală sau probabilă. Modurile întrebuințate sunt: indicativul în subordonată, indicativul sau imperativul în principală.	In case you cannot come let me know. - Dacă nu poți veni dă-mi de știre. If he doesn't come he must be very busy. - Dacă nu vine trebuie să fie foarte ocupat.
În propoziția condițională verbul predicativ poate fi la orice timp cerut de înțeles cu excepția viitorului.	If they can show some skill they got it by hard work (Present + Past). - Dacă dovedesc o oarecare îndemânare au dobândit-o muncind serios. If you didn't do the exercise properly how can I help you now? (Past + Present). - Dacă nu ai făcut exercițiul cum trebuie cum să te ajut acum? If he doesn't come I shan't mind it (Present + Future). - Nu-mi pasă dacă nu vine.
II. O acțiune ireală. Modurile întrebuințate sunt: condițional prezent (principală), subjonctiv perfect (secundară). N.B. Should și would în propoziții secundare condiționale sunt verbe modale nu auxiliare folosite la formarea condiționalului.	If he knew your address he would write to you. - Dacă îți știa adresa îți scria. If he had known your address he would have written to you. - Dacă ți-ar fi știut adresa ți-ar fi scris. I should be very grateful to you if you would help me with the translation. - Ți-aș fi foarte recunoscător dacă m-ai ajuta la traducere.

Inversiunea se poate folosi când propoziția secundară condițională introdusă de "if" conține unul dintre verbele: to be, to have, could sau should.

IF CLAUSES	IF OMITTED
If it were not so cold I should go out. - Dacă nu ar fi atât de frig aș ieși din casă. If I had the opportunity I should visit the Museum. - Dacă aș avea ocazia aș vizita Muzeul. If I meet her I should tell her the truth. - Dacă aș întâlni-o i-aș spune adevărul.	***Were*** it not so cold I should go out. - Dacă nu ar fi atât de frig aș ieși din casă. ***Had*** I the opportunity I should visit the Museum. - Dacă aș avea ocazia aș vizita Museum. ***Should*** I meet her I should tell her the truth. - Dacă aș întâlni-o i-aș spune adevărul.

EXERCISES

I. Answer the questions:

1. What do we generally understand by management?
2. What are the functions of management?
3. What does planning involve?
4. How do managers achieve planning activities?
5. What is the purpose of the organizing function?
6. How is the organizing function achieved?
7. What is the importance of the organizational structure?
8. What is the purpose of the leading function?
9. On what does the leading function focus and why?
10. Why is leadership considred a skill?
11. What does the leadership activity require?
12. What is controlling? Explain the three component elements.

II. Give synonyms for:

goal, assessment, assignment, skill, attainable, appropriate, to function, to control, to focus, to accomplish, to look into the matter, to tally with, to get in touch with.

III. State the difference in meaning of:

to ensure - ensurance

to insure - insurance

to assure - assurance

to secure - security

IV. Translate into Romanian and use in sentences of your own:

to draw a line	to draw up
to draw the attention	to draw the conclusion
to draw customers	to draw near to town
the train draws into the station	

V. Fill in the blanks using the prepositions:

of,	with,	into,	by,
at ,	in,	for,	on.

1. The process ***of*** management is an integrated whole which is described as a series ... separate activities or functions.
2. Planning is done ... the managers ... every level ... the organization.

3. Plans are all concerned ... achieving organizational goals ... the short and long term.

4. An organization's plans are the primary tools ... preparing ... and dealing ... changes ... the organization's environment.

5. The purpose ... the organizing function is to create a structure ... task and authority relationship.

6. Organizing can be thought ... as turning plans ... action.

7. The leading function involves influencing the members ... the organization to perform ... ways that accomplish the organization's objectives.

8. The leading function focuses directly ... the people ... the organization.

9. A manager must make sure that the actual performance ... the organization conforms ... the performance that planned ... the organization.

10. The purpose ... management control is to make sure that the organization stays ... the path that was planned ... it.

VI. Ask as many questions as possible:

1. Planning activities determine an organization's objectives and establish the appropriate strategies for achieving those objectives.

2. Through their plans, managers outline what the organization must do to be successful.

3. After managers develop objectives and plans to achieve the objectives they must design and develop an organization that will be able to accomplish the objectives.

VII. Fill in the blanks with the required tense:

1. If they (not to come) we shall leave without them. 2. If she (not to join) us I shan't mind. 3. If he (to know) you were leaving he (to come). 4. If you (to be ready) you (may) leave. 5. If you can) come at six o'clock it (to be) better. 6. If it (to rain) I (not to leave). 7. I (to be grateful) to you if you (to lend) me the dictionary. 8. You (to know) better if you (to be) more attentive in class. 9. If I (to be) you I (not to speak) like that. 10. If you (to help) me with this work I (to be) much obliged. 11. You (to reach) the harbour earlier if you (to walk) faster. 12. I (to come) and see you off if I (not to be) so busy.

VIII. Answer the questions:

1. What would you do if you were asked to join them on the trip? 2. What would you be doing now if you were not so busy with this translation? 3. What would you have said if you were invited to participate in the talks? 4. What would you answer if you were asked about the managerial activity in your enterprise?

IX. Change the following sentences as in the model below:

Model: He was not in town therefore he was not present at our reunion.
If he had been in town he would have been present at our reunion.

1. He doesn't know anything about it, that is why he can't help you. 2. If ... I didn't come to see you because I had much work to do. 3. If ... my telephone was out of order, that is why I didn't ring you up. 4. If ... we lost the way, that is why we came late. 5. If ... I am expecting somebody to come, that is why I can't leave. 6. If ... We missed the play because

we couldn't find tickets. 7. If ... He was in such a hurry that he forgot to leave the message. 8. If ... We hadnt made reservations, that is why we couldn't leave by express train. 9. If ... It is late and I have to go home.

X. Change the conditional sentences omitting "if":

1. If I had the opportunity I should visit the town. 2. If you had asked you would have obtained all the information. 3. If they were to do that work they would have done it properly. 4. If I were you I would save up money for the journey. 5. If I met her I should invite her to our place. 6. If it were not so late I should take a walk.

XI. Translate:

1. Dacă veneai mai devreme mă găseai acasă. 2. Nu aş fi crezut că oraşul poate fi atât de modern. 3. Te-aş fi aşteptat la aeroport dacă aş fi ştiut de venirea ta. 4. Aş merge la muzeu cu condiţia să vii şi tu cu mine. 5. Dacă ar fi studiat mai mult ar fi avut rezultate mai bune. 6. Dacă aş fi avut timp terminam lucrarea până acum. 7. Dacă l-aş fi întâlnit i-aş fi spus că îl aştepţi. 8. Ţi-ar fi împrumutat cartea dacă i-ai fi cerut-o. 9. Nu aş fi ştiut toate acestea dacă nu aş fi citit revistele de specialitate. 10. Nu ar fi făcut studii de management dacă nu i s-ar fi spus că este interesant. 11. Dacă am putea asigura materia primă am începe producţia curând. 12. Dacă aş fi fost avizat m-aş fi adresat în primul rând firmei dvs. 13. Aş dori să cercetezi documentele dacă nu aveţi nimic împotrivă. 14. Dacă ai fi fost mai atent cu stabilirea costurilor preţul de vânzare ar fi fost mai redus. 15. Dacă controlul preventiv era bine organizat nici o abatere nu ar fi fost posibilă.

UNIT 56

CENTRAL BANKING

Despite their name, central banks are not "banks" in the same sense as commercial banks. They are governmental, or quasi- governmental, institutions, they are not concerned with maximizing their profits, but with achieving certain goals for the entire economy such as the prevention of commercial bank failures, high unemployment and so on. Central banks, even if in a formal sense owned by private stockholders, carry out governmental functions and are therefore part of the goverment.

Central banks have developed in two ways. One is through a slow process of evolution, the prime example being the Bank of England, which started out as a commercial bank, but acquired over the years the added powers and responsibilities that slowly turned it into a central bank. In this process of evolution it is hard to say when it ceased to be a commercial bank and became a central bank. In contrast to the bank of England, many central banks did not just grow into central banks but were central banks right from the start. Such a central bank is from the outset owned de facto by the government, although it may have private stockholders. When a bank acts as a central bank, that is, determines its actions on the basis of the public interest rather than its stockholders' interest, it operates as a public institution even if the stockholders formally elect all of its chief officers.

The most important functions of central banks are to control bank answers the need to guard against bank failures, particularly if there are many relatively small banks. In performing this function, a central bank acts as a lender of last resort, that is, as an institution able and willing to make loans to banks in a crisis when other banks cannot, or will not, do so. Although a central bank does not normally act as a lender of last resort, it must always stand ready to do so, even if it means that it must temporarily abandon other goals such as fighting inflation.

One set of chore functions consists of services the central bank provides for commercial banks. Thus it acts as a banker's bank, holding most of the reserves of commercial banks. These reserves have no physical existence: they are just entries on the liabilities side of a central bank's balance sheet. Since the central bank holds reserves for commercial banks it frequently also clears checks for banks.

In addition to its services to commercial banks, a central bank provides many services to the government. Thus it acts as the government's bank. The government keeps an account at the central bank, writes its checks on this account and, in some countries, sells its securities through the central bank.

Another group of services to the government arises directly out of the central bank's close relation with commercial banks. Thus the central bank typically administers central controls over commercial banks. For example, it may control bank mergers or examine

member banks; it may also exert control over the purchase of foreign assets by local residents. Other functions of a central bank are to issue currency, to place it into circulation and, if necessary, to withdraw it from circulation. Finally, the central bank acts as an adviser to the government. Particularly In the area of international finance, governments rely strongly on the advice of their central banks.

Applicant I wonder if you can help me.

Office clerk What can I do for you?

Applicant I'd like to register a newly established association in accordance with the rules and regulations in force.

Office clerk I see. What is the object of your association? Is it involved in business transactions?

Applicant It is concerned exclusively with the promotion of ecological standards in the rural and urban areas; we represent an autonomous and absolutely non-profit organization.

Office clerk Do you have a bank account or assets of any sort?

Applicant We have them both, but the sources of our moderate income and contributions and grants from private institutions as well as from services rendered by the association's experts.

Office clerk What kind of services?

Applicant Oh, they take the form of lectures, publication of studies, research, monographs and other such materials.

Office clerk Then the formalities for registering your association won't be complicated. Still, being endowed with valuable assets it will have the legal status of an accounting entity and treated accordingly.

Applicant We realize that and have taken the necessary steps to meet all requirements. By the way, in due course the association intends to set up a publishing house of its own.

Office clerk Good of you to mention that. If this happens, the publishing house will be a distinct entity considered to make profits and therefore will fall under a different set of rules and regulations.

Applicant This is understandable. We'll do what is needed if and when we decide to put our intention into effect.

VOCABULARY

to prevent, ed, ed [pri'vent] v. - a împiedica, a preveni

prevention [pri'ven∫n] s. - împiedicare, prevenire

to fail, ed, ed [feil] v. - a eșua, a da greș

failure ['feiliə] s. - eșec, insucces, faliment

to own, ed, ed [oun] v. - a poseda, a avea în proprietate

stockholder ['stɔkhouldə] s. - acționar

prime [praim] adj. - prim, principal

to cease, ed, ed [si:z] v. - a înceta

chief [t∫i:f] adj. - principal

officer ['ɔfisə] s. - funcționar; ofițer

to perform, ed, ed [pə'fɔ:m] v. - a efectua, a executa, a îndeplini

to lend, lent, lent [lend, lent] v. - a împrumuta (pe cineva), a da cu împrumut

lender ['lendə] s. - persoana care dă cu împrumut

entry ['entri] s. - intrare, înregistrare

liabilities ['laiəbilitiz] s. - pasiv

account [ə'kaunt] s. - cont, socoteală

securities [si'kjuritiz] s. - titluri de valoare

to merge, ed, ed [mə:dʒ] v. - a fuziona

merger [mə:dʒə] s. - fuziune

assets ['æsets] s. - activ

to be concerned with - a se preocupa de

to carry out - a îndeplini

to grow into - a deveni

right from the start - chiar de la început

from the outset - de la început

interest rate - rata dobânzii

chore function - activitate (funcție) de rutină

of last resort - de ultimă instanță

to make a loan - a acorda un împrumut

to stand ready - a fi pregătit

balance sheet - bilanț

to clear a check - a achita un cec

to place into circulation - a pune în circulație

non-profit organization - organizație nelucrativă

bank account - cont în bancă

in due course - la timpul cuvenit

publishing house - editură

VOCABULARY PRACTICE

Answer the following questions using the additional words below:

1. ***When dealing in cash, would you be interested to know what is:***

- cash account
- cash-in-hand
- cash book
- cash discount
- cash price

2. ***Have you any experience in these export-related activities?***

- export declarations
- export licensing and restrictions
- export list
- export quotation
- export-oriented economy

3. ***How are shares classified according to participation in profits:***

- preference shares
- ordinary shares
- deferred shares
- founders' shares
- bonus shares
- forfeited shares

GRAMMAR

SUBJUNCTIVE I

Spre deosebire de indicativ, care exprimă o acțiune sau o stare reală, subjonctivul exprimă o acțiune sau o stare ireală, realizabilă sau nu.

She was present at the talks. - Ea a fost prezentă la tratative (indicativ).

I wish she were present at the talks. - Aș dori să fie prezentă la tratative (dar nu este, - subjonctiv).

Subjonctivul I (forma veche a subjonctivului) este identic ca formă cu indicativul scurt.

TO BE	TO HAVE	TO CALL
I be	I have	I call
you be	you have	you call
he, she, it be	he, she, it have	he, she, it call
we be	we have	we call
you be	you have	you call
they be	they have	they call

THE USE OF THE SUBJUNCTIVE

Subjonctivul I se folosește:

Rules	Examples
I. În propoziții independente pentru a exprima: a) o urare	Long live welfare in freedom. - Trăiască bunăstarea în libertate.

Rules	Examples
N.B. Subjonctivul I poate fi înlocuit cu may + infinitiv scurt. b) o concesie c) un ordin, o rugăminte când subiectul este un pronume nehotărât sau o locuțiune (***one of you***, ***one of us***, ***one of them***, etc.) N.B. Subjonctivul I poate fi înlocuit cu let + infinitiv scurt	***May*** ours ***be*** a happy meeting! - Fie ca întâlnirea noastră să fie fericită! ***Happen*** what ***may***! - Orice s-ar întâmpla! ***So be*** it! - Așa să fie! Everybody ***come*** here. - Veniți cu toții aici. Somebody ***go*** and ***tell*** him to come. - Să meargă cineva să-i spună să vină. ***Let one of you go*** and ***tell*** him to come. - Să meargă cineva să-i spună să vină.
II. În propoziții introduse de: ***it is necessary*** (este necesar), ***it is important*** (este important), ***it is strange*** (este ciudat), ***it is unusual*** (este neobișnuit), ***it is impossible*** (este imposibil), ***it is advisable*** (este recomandabil), ***it is natural*** (este natural), ***it is better*** (este mai bine), ***it is remarkable*** (este remarcabil), ***it is surprising*** (este surprinzător), ***it is good*** (este bine), etc.	***It is advisable*** that all of you ***participate*** in the talks. - Este recomandabil ca toți să participați la tratative. ***It is better*** that you ***go*** now. - Este mai bine să plecați acum. ***It is strange*** that he ***leave*** the conference. - Este ciudat faptul că părăsește conferința. ***It is surprising*** that he ***be*** not present. - Este surprinzător că nu este prezent.
III. După verbe care exprimă un ordin, o hotărâre, o sugestie, o presupunere, o condiție, o îndoială, un scop, o temere, o cerere, o dorință, etc.	I ***doubt*** he ***be*** here in time. - Mă îndoiesc că va fi aici la timp. He ***suggests*** that a new team ***be formed***. - Sugerează să se formeze o nouă echipă. They ***insist*** that the factory ***be modernized***. - Ei insistă ca fabrica să fie modernizată.
IV. În unele exclamații pentru a exprima o dorință, o speranță sau un protest.	That ***be*** hanged for a tale! - Ce născocire! ***Curse*** this wind! - Fir-ar al naibii de vânt!
V. În unele expresii: ***if need be*** (dacă este nevoie), ***be it so*** (așa să fie), ***far be it from me*** (departe de mine gândul), ***suffice it to say*** (este de ajuns să spun), etc.	***If need be*** I shall be there. - Dacă este nevoie voi fi acolo. ***Suffice it to say*** that the project was accepted. - Este de ajuns să spun că proiectul a fost acceptat.

EXERCISES

I. Answer the questions:

1. What are central banks concerned with?
2. Why are central banks part of the government?
3. How did the Bank of England start and how did it evolve into a central bank?

4. By whom are central banks owned?
5. On what basis do central banks determine their actions?
6. Which are the most important functions of central banks?
7. What do chore functions consist of?
8. What services do central banks provide for commercial banks?
9. In what way does a central bank set as the government's bank?
10. How are the services of the government related to the central bank's control over commercial banks?
11. What are the central bank's functions regarding the currency?
12. In what field do central banks act as an adviser to the government?

II. Give synonyms for:

commerce, profit, goal, failure, evolution, prime, power, officer, purchase, area, hard, chief willing, particularly, temporarily, directly, to cease, to elect, to provide, to acquire, to carry out, to grow into, from the outset, apart from.

III. Ask as many questions as possible:

1. Central banks are governmental, or quasi-governmental, institutions that are not concerned with maximizing their profits, but with achieving certain goals for the entire economy such as the prevention of commercial banks failures and high unemployment.
2. The Bank of England started out as a commercial bank and acquired over the years the added powers and responsibilities that slowly turned it into a central bank.

IV. Explain in English:

quasi-governmental, bank failure, stockholder, grant, lender, profit, merger, non-profit organization.

V. Fill in the blanks using the prepositions:

of, over, for, ***with***, against, at, to, through, by, in, on.

1. Central banks are not concerned ***with*** maximizing their profits, but ... achieving certain goals ... the entire economy.
2. The most important functions ... central banks are to control the quantity ... money and interest rates and to prevent massive bank failures.
3. A central bank answers the need to guard ... bank failures, particularly if there are many relatively small banks.
4. Although a central bank does not normally act as a lender ... last resort, it must always stand ready to do so.
5. A central bank acts as a banker's bank holding most ... the reserves ... commercial banks.

6. Since the central banks holds reserves ... commercial banks it frequently also clears checks ... banks.

7. The goverment keeps an account ... the central bank, writes its checks ... this account and, ... some countries, sells its securities ... the central bank.

8. Central bank administer controls ... commercial banks.

9. A central bank may also exert control ... the purchase ... foreign assets ... local residents.

10. The central bank acts as an adviser ... the government.

11. ... the area ... international finance, governments rely strongly ... their central banks.

VI. Give nouns derived:

a) from the following verbs:

- to organize
- to acquire
- to withdraw
- to convert
- to sell
- to promote
- to apply
- to exert
- to endow
- to earn
- to establish
- to require

b) from the following adjectives:

- valuable
- useful
- profitable
- ecological
- moderate
- marketable
- long
- different
- autonomous

VII. Replace the infinitives with the correct forms of the Subjunctive Mood:

1. She suggested that we all (to come) to the office at eight o'clock. 2. It is necessary that he (to leave) now. 3. However good the test (to be) he must work harder. 4. Somebody (to go) and fetch a dictionary. 5. It is advisable that all of you (to attend) the conference. 6. It is better that they (to leave) now. 7. I doubt if he (to finish) the paper in time. 8. It had been agreed that they (to be allowed) to stay longer. 9. I am afraid lest they (to be) late. 10. I am glad that you (to be) present. 11. If need (to be), we shall withdraw the money by the end of the week. 12. I doubt if they (to be) there as their presence is required at the office. 13. It is strange that he (to approach) the creditors.

VIII. Use the subjunctive in sentences of your own introduced by:

it is natural; it is surprising; it is unusual; it is remarkable; if need be; suffice it to say.

IX. Translate:

a) 1. A sugerat să ne petrecem vacanța la mare. 2. Mă îndoisc că va fi aici până mâine. 3. Dacă este nevoie putem să ne oprim acum. 4. Ei au propus ca această unitate să fie modernizată. 5. Este mai bine să mergi într-o regiune cu climă caldă. 6. Este imposibil să nu primim răspunsul până mâine. 7. Îți voi scrie adresa ca să nu o uiți. 8. Fie cum dorești! 9. Insist să vii cu noi la munte. 10. Mi-e teamă să nu se strice vremea. 11. Ce născocire! 12. Dacă este nevoie voi sta mai mult.

b) Băncile centrale se preocupă de realizarea unor scopuri care privesc întreaga economie. 2. Printre țelurile urmărite de o bancă centrală putem menționa prevenirea falimentelor băncilor comerciale și reducerea șomajului. 3. Spre deosebire de Banca Angliei, celelalte bănci centrale au funcționat ca atare de la început. 4. Băncile centrale acționează ca instituții de stat, deși conducerea lor este în mod formal aleasă de acționari. 5. În situații de criză, banca centrală acordă împrumuturi altor bănci. 6. Banca centrală oferă servicii guvernului, acționând astfel ca bancă de stat. 7. În problemele financiare internaționale, guvernele recurg la sfaturile competente ale băncilor centrale. 8. Banca intenționează să deschidă filiale în străinătate. 9. Deoarece organizația este nelucrativă, fondurile cu care operează provin din contribuții și donații.

UNIT 57

A GEOGRAPHICAL OUTLINE OF ROMANIA

Situated in South-Eastern Europe, Romania covers an area of 237,500 square kilometres and borders on the Black Sea to the East, the Ukraine and the Republic of Moldova to the East and North-East, Hungary to the North-West and West, Yugoslavia to the South-West and Bulgaria to the South. The Black Sea coastline is 245 km long.

Geographically Romania is well located, being crossed by the 45° parallel of North latitude which marks the half-way distance from the Equator to the Pole, and 25° East line of longitude.

Characteristic of the Romanian territory is the presence of a variety of forms of relief within a relatively limited area, i.e. from the Black Sea coast to the Moldoveanu peak (2,544 m) in the Făgăraş mountains. These include underground glaciers, caverns, fertile plains, hills covered with vineyards and orchards, tumultuous rivers, glacial and artificial lakes.

Romania's relief has a remarkable harmony and proportionality. The symetry of the grouping of the principal relief features is also noteworthy: a large central depression - the Transylvanian Plateau - is surrounded by the range of the Carpathians which are crossed by numerous valleys and well-populated depressions. On the outer side, forming a slightly lower step of hills and valleys, lie the Sub-Carpathians which continue into the hilly regions and over large plains to the South and West.

That part of the South and East of the country, lying between the Danube and the Black Sea, Dobrudja, is a plateau ending at the coast with the sunny beaches.

Nearby lies the great Danube Delta which extends over an area of 134,000 hectares and is the lowest region of the country. The Danube Delta is a uniquely exotic phenomenon in the European continent.

The main forms of relief are proportionally distributed: the mountains range accounting for 31 per cent, the hills and table lands for 36 per cent and the plains for 33 per cent of the total area.

Romania's network of rivers exhibits a radial pattern. The main rivers spring from the mountains and have a wide variety of rates of flow determined by climate. As follows from its geographical position and its varied relief Romania has a temperate continental climate specific of this transitional zone. There are marked differences in the temperature of summer and winter. The average temperature throughout the year is 10° C.

George Hello Jim! I haven't seen you for ages! Where have you been?

Jim I spent my holidays in Romania. A fortnight, no more, but it was worth while touring that country.

George Did you make advance arrangements for the trip?

Jim Partly. The local agent helped me make hotel reservations in one or two main cities. Apart from that, I was on my own and drove wherever I liked.

George What impressed you most?

Jim Well, it's difficult to say. There is such a variety of landscape that the whole tour was enchanting.

George Did you have a chance to see the famous Moldavian monasteries?

Jim I made a point to visit at least a few of them. I was impressed with their specific architecture and fine mural paintings.

George What about the Black Sea?

Jim I went there, too, and while staying at one of the resorts, I took the opportunity to tour the whole length of the sea-coast.

George You obviously had a time to remember. I have an idea to plan a trip to Romania myself next summer.

Jim If you make up your mind about it and need the advice of an experienced person, well, you know where to find me.

VOCABULARY

to cover, ed, ed ['kʌvə] v. - a cuprinde, a acoperi

area ['eəriə] s. - suprafață, zonă, regiune

coastline ['koustlain] s. - coastă, țărm

Equator [i'kuweitə] s. - Ecuator

Pole [poul] s. - Pol

longitude ['ləndʒitju:d] s. - longitudine

peak [pi:k] s. - pisc, vârf de munte

mountain ['mauntin] s. - munte

underground ['ʌndəgraund] adv. - subteran

cavern ['kævən] s. - peșteră

glacier ['glæsjə] s. - ghețar

plain ['plein] s. - câmpie, șes

hill [hil] s. - deal, colină

vineyard ['vinjəd] s. - vie

orchard ['ɔ:tʃəd] s. - livadă

tumultuous [tju:'mʌltjuəs] adj. - tumultos

lake [leik] s. - lac

harmony ['ha:məni] s. - armonie

proportion [prə'pɔ:ʃn] s. - proporție, măsură

proportional [prə'pɔ:ʃml] adj.- proporțional

proportionality [prə'pɔ:ʃnæliti] s. - proporționalitate

to surround, ed, ed [sə'raund] v. - a înconjura, a împrejmui

range ['reindʒ] s. - lanț muntos, șir

valley ['vəli] s. - vale

depression [di'preʃn] s. - depresiune
beach [bi:tʃ] s. - coastă, țărm, litoral, plajă
network ['netwə:k] s. - rețea
pattern ['pætən] s. - formă. model, tipar
landscape ['lændskeip] s. - peisaj, priveliște
enchanting [in'tʃa:ntiŋ] adj. - fermecător
monastery ['mɔnəstri] s. - mânăstire
resort [ri:'zɔ:t] s. - stațiune
opportunity [ɔpə'tju:niti] s. - prilej, împrejurare favorabilă
to border on (upon) - a se învecina cu
to be crossed - a fi traversat, străbătut
to be located - a fi situat
form of relief - formă de relief
to be noteworthy - demn de menționat
on the outer side - pe partea exterioară
to account for - a însuma, a reprezenta
temperate continental climate - climă continentală temperată
to be worth while - a merita
to make a point - a-și propune
mural painting - pictură murală

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***In what season do we usually get:***

- a hot spell
- shower
- thunder
- fog
- snow-storm
- slush
- rainy weather
- a spell of sunny weather
- breeze
- lightning
- heavy snow-fall
- drizzle
- frost
- nasty weather

2. ***What other animals does wild life in Romania include apart from:***

- hare
- wolf
- stag
- beaver
- squirrel
- fox
- wild boar
- linx
- marten
- deer

3. ***What areas of Romania are covered by the tree species mentioned below:***

- ash
- birch
- tanner's sumach
- willow
- horn beam
- lime
- pine
- sycamore maple
- poplar
- acacia
- elm
- beech
- fir
- juniper
- maple
- spruce fir
- oak

GRAMMAR

SUBJUNCTIVE II

Subjonctivul II este folosit mai mult, atât în stilul oficial cât și în cel familiar.

PRESENT		
To be	To have	To call
I were you were he, she, it were we were you were they were	I had you had he, she, it had we had you had they had	I called you called he, she, it called we called you called they called
PAST		
To be	To have	To call
I had been you had been he, she, it had been we had been you had been they had been	I had had you had had he, she, it had had we had had you had had they had had	I had called you had called he, she, it had called we had called you had called they had called

THE USE OF THE SUBJUNCTIVE II

Rules	Examples
I. Subjonctivul II prezent se folosește în propoziții independente care exprimă: a) o dorință, introdusă de interjecția ***Oh, oh, that***. b) care exprimă un sfat, o dorință: ***had better, had best, had rather, would sooner, would rather, would have***	***Oh, that*** it were possible! - Ah, dacă ar fi posibil! You ***had better*** leave now. - Ai face mai bine să pleci acum. She ***had rather*** learn English. - Ea ar prefera să învețe engleza.
II. a) pentru a exprima o dorință: N. B. În acest caz subjonctivul II prezent poate fi înlocuit prin echivalentul ***may*** + infinitiv. b) în întrebări indirecte care încep cu conjuncțiile: ***if*** sau ***whether***. c) simultaneitatea după ***as if, as though, rather than, than that***, etc. d) o concesie după ***even if, even though, however, whatever, whichever, whoever***, etc. e) o condiție ireală, realizabilă sau nu	I ***wish you got*** there in time. - Numai de-ai ajunge acolo la timp. I ***wish you may get*** there in time. - Aș dori să ajungi acolo la timp. I asked them ***if*** this ***were*** what they wanted to order. - I-am întrebat dacă aceasta este ceea ce doresc să comande. I should like to stay at home ***rather than go*** on the trip. - Prefer să stau acasă decât să merg în excursie. You treat me ***as if*** I ***were*** a child. - Mă tratezi ca și cum aș fi un copil. I shall finish this paper ***even if*** I ***were*** to work day and night. - Voi termina această lucrare chiar dacă ar fi să lucrez zi și noapte. ***Whoever*** they ***be*** I can't see them now. - Oricine ar fi nu-i pot primi acum. ***If*** they ***were*** here, they would help us. - Dacă ar fi aici ne-ar ajuta.
III. Subjonctivul II trecut se folosește pentru a exprima anterioritatea: a) după verbul ***to wish*** b) după ***as if, as though*** c) după ***even if, even though***	They ***wish*** they ***had not come*** so early. - Ar dori să nu fi venit așa devreme. He behaved ***as if*** he ***had known*** everything about it. - Se purta ca și cum ar fi știut totul despre aceasta. ***Even though*** he ***had come*** early he would not have met them. - Chiar dacă ar fi venit devreme, nu i-ar fi întâlnit.

Rules	Examples
IV. În propoziții condiționale când în regentă se află un condițional trecut.	They would have taken a plane ***if*** they ***had found*** tickets. - Ar fi luat avionul dacă ar fi găsit bilete.

EXERCISES

I. Answer the questions:

1. What is the surface of Romania and where is it located? Which are Romania's neighbouring countries? 3. What is the characteristic of Romania's forms of relief? 4. Which are the primary elements making up the territory of Romania? 5. Why is the Danube Delta a unique phenomenon in the European continent? 6. Which are our country's main rivers? 7. Why has Romania a varied climate and which are its characteristics?

II. Give synonyms for:

plateau, border, feature, landscape, cost, area, trip, sea-coast, position, ground, pattern, principal, famous, obviously, to extend, apart from, to make up one's mind.

III. Fill in the blanks using the prepositions:

of, to, over, in, along, ***by***, from, within, throughout.

1. Geographically Romania is well located, being crossed ***by*** the 45° parallel North latitude, which marks the half-way distance ... the Equator ... the Pole. 2. Characteristic ... Romania's territory is the presence ... a variety ... forms ... relief ... a relatively limited area. 3. The Transylvanian Plateau is surrounded ... the range ... the Carpathians which are crossed ... numerous valleys and depressions. 4. The Danube Delta extends ... an area ... 134,000 hectares and is the lowest region ... the country. 5. The main rivers spring ... the mountains and have a wide variety ... rates ... flow determined ... climate. 6. Romania has a temperate continental climate specific ... this zone. 7. It is cold ... winter and hot ... summer. 8. There is a considerable amount ... snow and rainfall ... the mountain regions while minimal levels are recorded ... the Black Sea coast. 9. The average temperature ... the year is 10° C. 10. ... Romania there are also some 2,300 lakes scattered ... the mountain area the seacoast and .. the Danube Delta.

IV. Ask as many questions as possible:

1. Romania's relief has a remarkable harmony and proportionality: mountains make up 32 per cent of the territory, hills and tableland 33 per cent, while plains constitute 35 per cent. 2. Warmer weather generally starts in April and towards the end of July or early August -

temperature often reaches +30 to +35 in the shade. 3. There is a considerable amount of snow and rainfall in the mountain regions.

V. Explain the following words in Engllish:
border, peak, relief, depression, beach, exotic, temperate, unique, enchanting.

VI. Translate into Romanian and use in sentences of your own:
to account for, to call for account, on account of, to take into account, on no account, to take account of, to give a good account of oneself.

VII. Replace the infinitive in brackets by appropriate forms of the subjunctive:
1. You had better (to listen) to me. 2. She had rather (to come) with you. 3. It is likely that he (to be) awarded the prize. 4. I wish you (to learn) better. 5. I asked her if this (to be) what she meant. 6. I should like to have a rest rather than (to join) you on the trip. 7. You look as if you (to be) tired. 8. Whoever they (to be) tell them to wait. 9. If you (to be) here you would meet him. 10. I wish they (not to behave) like that. 11. Even though she (to ask) she would not have been given an answer. 12. I wish you (to be) more attentive. 13. It is high time you (to make up) your mind whether you want to do the job or not.

VIII. Complete the following sentences:
1. They would visit this region if ... . 2. She would take the plane if ... . 3. I should have accompanied them if ... . 4. He wouldn't have come if ... . 5. You wouldn't have said that if ... . 6. You would have succeeded if ... . 7. I shouldn't have asked you if ... . 8. Ann would have helped them if ... . 9. She would go to the theatre if ... . 10. They would have scored better results if ... .

IX. Translate:
a) 1. Sugerez ca lucrarea să fie tradusă în cel mai scurt timp. 2. Ai face mai bine să mergi cu noi. 3. Numai de ai termina totul la timp. 4. Ea ar prefera să meargă la munte. 5. E timpul să te hotărăşti asupra subiectului. 6. Prefer să învăţ totul de la început. 7. Te porţi ca şi cum ai şti despre ce este vorba. 8. Dacă aţi fi fost acolo l-aţi fi întâlnit. 9. Ar fi rezolvat toate problemele dacă ar fi avut timp. 10. Chiar dacă ai fi insistat nu l-ai fi convins. 11. Aş vizita Delta Dunării dacă v-aţi hotărî să veniţi şi voi cu mine. 12. S-a hotărât ca proiectul să fie gata până la sfârşitul lunii.

b) România, a cărei suprafaţă totală este de 237,500 km^2, este al doisprezecelea stat ca mărime din Europa. Munţii acoperiţi cu codri sunt de înălţime medie, rareori depăşind 2,500 m. În mijloc se ridică podişul Transilvaniei înconjurat de munţi care se continuă cu înălţimi mai domoale, dealurile. Acestea se termină la rândul lor cu câmpii întinse şi fertile. Cele mai multe râuri izvorăsc din Transilvania şi după ce străbat munţii se îndreaptă spre Dunăre. Înainte de vărsare în mare Dunărea se separă în trei braţe - Chilia, Sulina şi Sfântul Gheorghe. Delta Dunării, cel mai tânăr teritoriu din Europa, este un paradis de o bogăţie fără egal de plante acvatice şi faună.

UNIT 58

WHAT ARE CORPORATIONS

A CORPORATION (COMPANY) - normally signifies a joint stock company (corporation), which is a legal entity set up for the purpose of conducting commercial or industrial operations, and with a capital devided into shares that are held by its members. As plenty of activities of the economy necesitate operation by larger business units, people can bring together their financial resources in a corporation, which in the eyes of the law the corporation becomes a person. Indeed, the Latin word "corpus" means "body" or "person". This new non-organic person, corporation, is established when a charter is issued by the state.

In principle, the shareholders control the corporation (company) through their right to vote at their annual meetings and to ellect the board of directors, whose function is to oversee the running of the company.

The basic feature of a joint stock company (corporation) is that it is a legal person; entirely separated from the individual shareholders, and able to act - e.g. make contracts, undertake legal proceedings - in its own right.

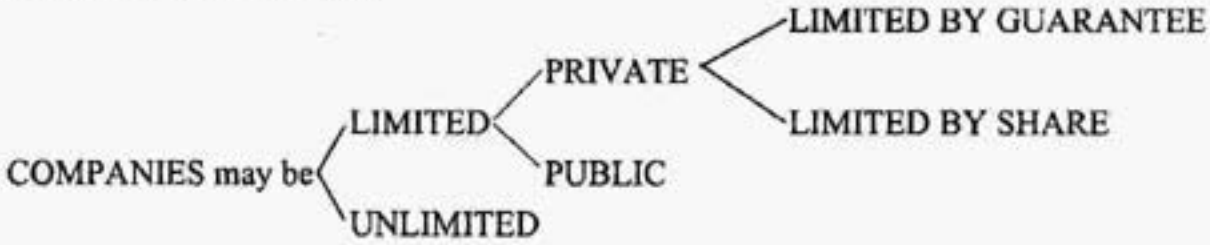
Most corporations (companies) are limited liabilities companies (Inc.), which have at least four distinct advantages: First, it safeguards its owners, relieving them of legal responsibility as individuals when they act as agents of the business. Second, the owner of the shares of stock has limited liability, he cannot loose more than he invests. However large the unpaid debt should be, he is apt to loose the money he invested in his shares of stock. Third, corporate stock is transferable. An owner of stock (a stockholder) can sell his holdings at any time. If the owner dies, the stock is passed along to heirs. Finally the corporation can raise large amounts of capital by selling stock. Corporations (companies) are of two basic kinds, public and private, each subject to different regulatory conditions in certain respects. Public companies must have an issued capital of not less than (say) £50,000 before they are permitted to do business. They may offer their shares for public subscription, and provided they satisfy the requirements of the stock exchange these shares may be listed (or quoted) and hence traded on the exchange. Private corporations may not invite the public to subscribe for their shares and they are not subject to any minimum capital requirements. Private companies are much the more numerous type; but the average size of public companies is much greater.

The corporate form of organization has some disadvantages: Double taxation; the corporation has to pay taxes. When the business passes along profits in the form of dividends, the individual owners are taxed again.

The managers are subject to more government regulation than individual proprietors or partnerships. Another disadvantage is that ownership becomes separated from management

and some managers may be tempted to act more in their own intersts than those of shareholders.

But since the corporate form of management can bring together amounts of capital and it offers legal protection, supplies goods and services on a national scale, guarantees a certain level of quality, this type of organization has become effectively dominant in a market-oriented economy.



Mr. Johnson Well, I know what a corporation means and what are its advantages. But what is a small business?

Mr. Pack You see, many businesses are owned and operated by a single person. Such firms are called "individual proprietorship".

Mr. Johnson You mean that - when someone decides to open a restaurant, that person is entirely responsible for its success or failure?

Mr. Pack Oh, yes! Any profits go to the owner, who must assume any losses that are incurred.

Mr. Johnson What are the economic values of these small businesses?

Mr. Pack Well, it is important that a small business should be the starting point for developing a new product of service. Small businesses may have advantages over large ones in meeting local needs.

Mr. Johnson Now, I see. I couldn't make it out how many customers should have grown weary of mass-produced goods and welcome small-batch goods if it had not been such small businesses everywhere in the country.

Mr. Pack Well, they are part of the ferment, the creativity, and the competition that keep the economy from stagnation.

VOCABULARY

company ['kʌmpəni] s. - societate, întreprindere

corporation [kɔ:pə'reiʃən] s. - societate pe acțiuni, înregistrată, societate pe acțiuni anonimă

to conduct, ed, ed [kən'dʌkt] v. - a conduce

to necessitate [ni'sesiteit] v. - a necesita

operation [ɔpə'reiʃən] s. - (aici) funcționare

to safeguard, ed, ed [seif'ga:d] v. - a salvgarda, a proteja

to oversee, saw, seen [ouvə'si:] v. - a supraveghea

owner [ounə] s. - proprietar

to relieve, ed, ed [ri'li:v] v. - a ușura, a elibera

running ['rʌniŋ] s. - conducere

agent ['eidʒənt] s. - agent, reprezentant

shareholder ['ʃɛə'houldə] s. - acționar

amount [ə'maunt] s. - cantitate, sumă

skale [skeil] s. - scară

to guarantee, ed, ed ['gærən'ti:] v. - a garanta

wherever [wɛə'evə] adv. - oriunde

to purchase, ed, ed ['pə:'tʃeis] v. - a cumpăra, a achiziționa

to operate. ed, ed ['ɔpəreit] v. - (aici) a face să funcționeze, a funcționa

failure ['feilə] s. - eșec, faliment

loss [lɔs] s. - pierdere

to welcome, ed, ed ['welkəm] v. - a ura bun venit, a întâmpina; (aici) a accepta cu bucurie

stagnation [stæg'neiʃən] s. - stagnare

competition ['kɔmpe'tiʃən] s. - concurență

board of directors - consiliu de administrație

joint stock company - (B.E.) societate anonimă pe acțiuni

business ['biznis] s. - afacere; întreprindere

share ['ʃɛə] s. - acțiune

stock [stɔk] s. - pachet de acțiuni

liability ['laiə'biliti] s. (și pl.) - răspundere, obligativitate

to invest, ed, ed [in'vest] v. - a investi

debt [det] s. - datorie

holding ['hɔldiŋ] s. - posesiune, acțiuni, titluri

to die, died, died [dai, daid] v. - a muri

heir [hɛə] s. - moștenitor

entity [entiti] s. - entitate, unitate

dividend ['dividənd] s. - dividend

to tax, ed, ed [tæks] v. - a impoza

regulation [regju'leiʃən] s. - regulament

proprietor ['prəpraitə] s. - proprietar

partnership ['pa:tnəʃip] s. - parteneriat

ownership ['ounəʃip] s. - proprietate, stăpânire

to bring together - a aduna

in the eyes of the law - în ochii legii

limited liability - răspundere limitată

to be apt to - a fi capabil să; a fi în stare să

to undertake legal proceedings - a întreprinde proceduri legale

to pass along - a trece la; a transfera la

to raise large amounts - a strânge sume mari

double taxation - impozare dublă

to be subject to - a fi supus

market-oriented economy - economie de piață

individual proprietorship - proprietate individuală

losses incurred - pierderi suferite

to meet the needs - a satisface necesitățile

mass-produced goods - produse de serie

small batch goods - produse de serie mică

to grow weary - a obosi; a se plictisi

VOCABULARY PRACTICE

Answer the following questions using the words below.

1. ***How can businesses be organized in a mixed market economy?***

• in non-corporate organizations such as

- sole proprietorship (or sole traders)
- partnership

These organizations exist as long as its owners agree to keep them in being.

SOLE PROPRIETORSHIP

Owned by	one person
Run by	owner
Financed by	retained earnings and owner's personal borrowings
Limited Liability	no
Legal regulation	general law relating to business operations

• Partnership. The relation is that of a partnership and not of employer and employee. The length of time is established in the agreement, as well as the circumstances, one partner could be removed by the others.

PARTNERSHIP

Owned by	usually 2-20 people
Run by	owners
Financed by	retained earnings and owner's personal borrowings
Limited liability	usually no
Legal regulation	Partnership Act

2. ***What is meant by limited liability and why is it a privilege?***

PRIVATE LIMITED COMPANIES

Owned by	any numbers of shareholders directors, usually major shareholders elected by shareholders
Financed by	share capital, firms' own retained earnings and firms' own borrowings
Limited Liability	yes
Legal regulations	general law relating to business operations. Shares may not be sold to the general public

3. ***State two essential features of a public company***

PUBLIC LIMITED COMPANY

Owned by	Any number of shareholders
Run by	Directors elected by shareholders Ownership may be very diffuse Directors have small shareholding
Financed by	share capital, including sales to the general public. Firms' own retained profit and borrowings
Limited liability	yes
Legal regulation	as for private Ltd-Co firms must have issued at least £ ... or original share capital.

4. ***What are Top Management responsibilities?***

- strategic management
- multinational organization
- external relations
- social responsibilities
- ethics

5. ***What does Top management include?***

Operations Managers or:
Production Manager
Sales manager
Finance manager
Purchasing manager
Promotion/advertising manager

6. ***What are the main pointers of a corporation rating?***

- turnover
- operating costs
- earnings
- proceeds
- spending on labour and capital
- profits as a proportion of sales and assets
- labour productivity
- returns on assets or sales
- income
- profits per employee
- corporate taxes

7. ***Who can rate a company/corporation performance?***

businessmen
regulators
economists

GRAMMAR

SUBJUNCTIVE EQUIVALENTS

1. SHOULD + INFINITIVE

Rules	Examples
Propoziţii independente	
Întrebări directe	What should I do? - Ce să fac?
Propoziţii subordonate	
a) ***subiective*** - după ***it is necessary, it is important, it is good***, etc. - după: ***it is (high) time; it is about time; it is a shame.***	It is important that all the products ***should be of*** high quality. - Este important ca toate produsele să fie de calitate superioară. ***It is high time*** you ***should be*** ready. - Este tocmai timpul să fii gata. ***It is a pity*** you ***should leave*** so early. - E păcat să pleci atât de devreme.
b) ***completive:*** - după verbe ce exprimă un ordin, o recomandare, o sugestie; e.g. ***to order, to suggest, to require, to demand, to propose, to insist, to arrange***, etc. - după verbe ce exprimă teama, propoziţia completivă este introdusă prin conjuncţia: ***lest*** (uneori ***that***): e.g. : ***to be terrified*** ***to be afraid*** ***to fear***, etc. - după: ***I am glad, I am pleased***, - în întrebări indirecte după ***why, how***.	We ***insisted*** that they ***should come*** by train. - Am insistat ca ei să vină cu trenul. We ***arranged*** that I ***should walk*** over for shopping. - Ne-am înţeles ca să merg pe jos la cumpărături. I am afraid ***lest*** he ***should miss*** the train. - Mi-e teamă ca el să nu piardă trenul. They feared ***lest*** we ***should fail*** to come. - Le era teamă ca noi să nu venim. ***I am*** so ***glad*** that you ***should be*** here. - Sunt atât de bucuros că eşti aici. I couldn't make it out ***how*** you ***should have*** come. - N-am putut să mă lămuresc cum ai fi putut veni.
c) ***concesive:*** - după ***though, however***	***However*** long the way ***should be***, I'd like to go. - Oricât de lung ar fi drumul, aş vrea să merg.

Rules	Examples
d) ***circumstanțiale de scop:*** introduse prin: ***lest, for fear.***	You have to put down what to pack ***lest*** you ***should forget.*** - Trebuie să notezi ce ai de împachetat ca să nu uiți.
e) ***atributive:*** - după: ***reason, supposition, order, resolution, request, suggestion.***	A ***resolution*** has passed that all ***should take*** part in the work. - S-a adoptat hotărârea ca toți să participe la muncă.

THE ADVERBIAL CLAUSE OF PURPOSE

Propoziția finală sau de scop răspunde la întrebările: ***why*** = (what for) - de ce?, ***for what purpose*** - în ce scop?

Verbul în general este la ***subjonctiv***, dar se preferă construcțiile cu infinitivul.

Rules	Examples
I. Se introduce prin următoarele conjuncții și locuțiuni:	
a) ***that***	I get up early ***that I may be*** in time at the office. - Mă scol devreme ca să pot fi la timp la birou.
b) ***so that***	Close the window ***so that it will be*** warm. - Închide fereastra ca să fie cald.
c) ***in order that***	They work a lot ***in order that they might raise*** the output. - Ei lucrează mult ca să sporească producția.
d) ***lest***	They wear an umbrella ***lest*** the clothes ***should be spoiled.*** - Ei poartă umbrelă ca să nu li se strice hainele.
e) ***for fear***	They wouldn't let their children get about town ***for fear*** they ***should get lost.*** - Ei nu-și vor lăsa copiii să circule prin oraș, de teamă să nu se piardă.

Rules	Examples
II. De cele mai multe ori propoziţiile se introduc prin:	
a) ***infinitive***;	I want ***to be*** healthy. - Vreau să fiu sănătos.
b) ***in order to***;	They bought a new car ***in order to avoid*** troubles. - Au cumpărat o maşină nouă ca să evite necazurile.
c) ***for ... + infinitive***.	They changed the train ***for*** the travel ***to be*** shorter. - Au schimbat trenul ca călătoria să fie mai scurtă.
III. ***With a view to + ing***	Our country's economy has been built ***with a view to developing*** the economy. - Industria ţării noastre s-a construit în vederea dezvoltării economiei.

EXERCISES

I. Answer the questions:

1. How can a corporation be established? 2. What are the advantages of a corporate business organization? 3. Are there any disadvantages of corporate forms of organization? Which are they? 4. Why has the corporate form of management become effectively dominant in a market-economy? 5. What is a small business and what are its advantages? 6. What is the basic feature of a joint stock co.? 7. State the advantages of a limited liability co.

II. Give synonyms for:

functioning, to necessitate, to gather, to found, statutes, owner, to protect, to release, responsibility, individual, as agents, limited, to be apt to, outstanding debt, holdings, to transfer, to cut off, stockholder.

III. Say it according to the model:

Model: a technique that raises the output

an output raising technique

a corporation that raises money; a factory that turns out shoes; a company that supplies goods; a company that renders services; a management that guarantees a certain level of quality.

IV. Choose from the prepositions given below and try to understand the text:

on,	per,	on,	of,	to,
to,	against,	with,	on	

Mirror, Mirror... the Wall

What is the world's most successful company? Royal Dutch/Shell is one contender; it made more money than any other business last year. It earned most profits ... employee and achieved the highest return ... equity.

All these measures ... profitability have their drawbacks. Shell's profits relative ... sales were sixth of Vale de Rio Doce's. Yet measuring profits relative ... sales discriminates ... businesses ... high turnover and low margins. Supermarkets and large retailers will do badly ... this score, however successfully they are managed.

V. Meanings

First, read the passage below. Then explain the meanings of the words and phrases which have been highlighted.

If you are considering **setting up** your own business, an accountant is the best person to give you finacial advice. It is a **legal requirement** that proper financial records are kept and the **basic principle** is to record every single transaction. One of the purposes is to ascertaiin whether you have made a profit or loss during a **given period**. Profit could be described as the difference between the value of the business at the start of a trading period and the value of the business at the end of that period.

Before deciding whether we have made a profit or loss we need to consider the estent to which our **assets have depreciated**. Our assets are those things we own which could be converted into cash, **in contrast to** our liabilities which are debts which we owe whether or not they are due immediately. Perhaps we bought a motor vehicle for £10,000 when the business started, but it is very unlikely that we would be able to sell it **for anything like that figure**. The general rule is that we estimate the life of the asset and if the life of the motor van is, say, five years, we then **write down** its value by 20% per annum so that by the end of the five years it is showing nil value in our books.

A deduction also has to be made for bad debts. This is a **normal hazard** in business, especially since so many transactions are for **credit** rather than cash. We have supplied goods to a particular customer who has now become **bankrupt**. He cannot pay the money he owes us and so the profit we thought we had made from the transaction has **proved illusory**.

VI. Multiple choice

Choose the phrase, A, B, or C, which best completes each sentence, and tick the appropriate letter.

1. When a trader buys goods on credit he does not have to
   A. pay for them immediately.
   B. pay for them until the end of the month.
   C. pay for them.
2. The purpose of keeping accounts is to
   A. see how much has been spent.
   B. find out why the business has lost money.
   C. determine whether the business has made a profit or a loss.
3. The tax authorities want to know how much profit a business has made
   A. during the financial year.
   B. in order to calculate any liability for tax.
   C. since the business was set up.
4. It is expensive for a manufacturer to carry a high level of stocks
   A. and the danger of pilfering is increased.
   B. but the danger of pilfering is decreased.
   C. but less storage space is required.
5. A manufacturer may hold stocks of finished goods with the purpose of
   A. reducing the expense of advertising.
   B. reducing the possibility of machine breakdowns.
   C. improving the delivery time to customers.
6. A firm is said to be insolvent when it
   A. cannot meet its commitments.
   B. is making losses.
   C. is making profits.
7. The credit rating given to a customer will depend upon
   A. his willingness to buy goods.
   B. the time he takes to pay for the goods.
   C. his reputation.
8. By giving customers two months to pay for the goods the manufacturer is
   A. making it difficult for them.
   B. giving the time to sell the goods before they have to pay for them.
   C. making sure they pay for them.

VII. Fill in the blanks, expressing a purpose:

a) *Model:*

The secretary put the mail on the table ***so that*** the manager ***would read*** it.

The secretary put the mail on the table ***in order to be read*** by the manager.

The secretary put the mail on the table ***in order that*** the manager ***might read*** it.

1. They take certain steps ... to provide high quality goods. 2. They employ skilled staff ... to comply with the customer's instructions. 3. They have improved performances of their equipment ... to raise labour productivity.

b) *Model:*

They called them up ... their friends not to be surprised at their arrival.

They called them up ***lest*** their friends ***should be surprised*** at their arrival.

They called them up ***in order that*** their friends ***might not be surprised*** at their arrival.

They called them up ***for*** their friends ***not to be surprised*** at their arrival.

1. They improved the efficiency of the machine ... the goods not to miss the market. 2. They dismantled some components ... they not to be corroded. 3. They organized post-sale services ... the customer not to be dissatisfied.

VIII. Replace the Infinitive by a Subjunctive or Subjunctive Equivalents:

a) 1. We couldn't understand why you (to speak) like that. 2. It is likely that they (to build up) a new work-shop. 3. The manager spoke loudly so that they (to hear) him better. 4. I wish (to be) young again. 5. It is high time that you (to resume) your work. 6. It is about time that you (to leave), don't you think?

b) 1. The manager called him at the lab, suggesting that they (to get) together and (to talk) things over. 2. He insisted that they (to improve) the technology. 3. They arrange that the factory (to start) the experiment next month. 4. I suggest that he (to purchase) new equipment. 5. She proposed that I (to meet) her at the elevator.

IX. Study these sentences:

Something happened to him. At once, he did something.

He was woken by the noise. He got out of the bed.

Woken by the noise, he got out of bed.

He was lent money by his friend. He bought some food.

Lent money by his friend, he bought some food.

They were shown the paintings. They decided to buy one.

Shown the paintings, they decided to buy one.

She was knocked down by a car. She was taken to hospital.

Knocked down by a car, she was taken to hospital.

Someting happened to him at the same time as he did something.

He was watched by a crowd. He rescued the boy.

Watched by a crowd, he rescued the boy.

She came in. She was followed by her husband.

She came in, **followed** by her husband.

I was driven by Bill. I reached the station in ten minutes.

Driven by Bill, I reached the station in ten minutes.

The postman ran. He was chased by the dog.

The postman ran, **chased** by the dog.

Because... / Although...

Because it was left in the sun, the plant died.

Left *in the sun, the plant died.*

Because he was disliked by everyone, he always went out alone.

Disliked *by everyone, he always went out alone.*

Although it was written on Sturday, the letter did not arrive until Thursday.

Written *on Saturday, the letter did not arrive until Thursday.*

Although they were told to be there at four, they came at five.

Told *to be there at four, they came at five.*

Although he was hated by some, he was loved by others.

Hated *by some, he was loved by others.*

Although he was married to one woman, he loved another.

Married *to one woman, he loved another.*

If...

If the house were painted, it would look nice.

Painted, *the house would look nice.*

If I were sent to work in Cornwall, I would be bored.

Sent *to work in Cornwall, I would be bored.*

If she were given some flowers, she would forgive her husband.

Given *some flowers, she would forgive her husband.*

X. Say it in English:

unitate economică; în ochii legii; statut; datorie neplătită; nu pot să înțeleg (să deslușesc); e capabil să piardă toți banii; a investit în acțiuni; dublă impozitare; când profiturile sunt transferate sub formă de dividende; întreprindere mică individuală; întreprindere pe bază de parteneriat; a se plictisi de ceva; produse de serie mare, de serie mică; întreprindere pe acțiuni; întreprindere cu răspundere limitată.

XI. Give the corresponding Romanian translation to the following using a dictionary if necessary:

a) corporation earnings; corporation income tax; corporate risk; corporation/company performance; company long-range planning; corporate/company promotor.

b) share; share capital; share certificate; share in a business; share in profits; share market; share of the stock; share of the profits; share prices; share taking a header of ten points; share to bearer, share holder; shareholders' meeting.

c) stock; stock account; stock adventurer; stock balance; stockbook; stock certificate; stock control; stock dividend; stock exchange; stock exchange transaction/business; stock-in-hand; stock jobber; stock keeping; stocklist; stocktaking; stock turnover; stock-split; stock-out; stock number; stock market; stock market chartist; stock of orders; stock of money; stock of gold; stockbroker; stockholder.

XII. Finish with a smile:

"Here's the deal, Robert... Either you stop talking about your LAST wife or I'll start thinking about my NEXT husband."

a) The difference between ***capital*** and ***labour*** is this. If you lend money, that is ***capital***. When you want to get it back that is ***labour***.

b) "So you worked your way up from the bottom?"

"Yes, I started as a bootlack, and now I'm a hairdresser"

c) "Have you had any experience as a mechanic?" the employment officer asked.

"Nope" said the applicant.

"Then how do you have the nerve to ask for twice the salary?"

"Well, you know yourself that work is twice as hard if you don't know how to do it."

XIII. Translate into English:

a) 1. A învățat suficient engleză ca să poată citi cărți în original. 2. S-au urcat pe terasa uzinei ca să poată vedea tot orașul. 3. Ar fi bine să notezi aceste lucruri ca să nu le uiți. 4. Se vor înființa noi societăți anonime pentru a încheia tot mai multe contracte la export, pentru a mări volumul tranzacțiilor și pentru a încasa profituri tot mai mari. 5. S-a sugerat să cumpărăm mai multe acțiuni. 6. Mi s-a cerut să-mi schimb programul de lucru. 7. Când s-a discutat votarea unui consiliu de administrație ni s-a propus un număr de doi directori. 8. Este imposibil ca el să fi spus așa ceva. 9. Este puțin probabil ca întreprinderea noastră să se extindă. 10. Este posibil ca el să știe atât de puțin despre problemele întreprinderii? 11. Oricât de mult aș risca aș vrea să cumpăr acțiuni la o întreprindere publică.

b) În vederea estimării (rating) activității corporațiilor (corporation performance) s-ar putea aplica o nouă metodă de calculare a profiturilor întreprinderii. Această metodă ia în considerare numai măsurarea profiturilor legate de (related to) activul corporației. Metoda poate fi greșită deoarece nu se poate aplica la acele societăți cu capital intensiv cum sunt

băncile sau societăţile din domeniile publice (utilities). Oricum, profitul nu trebuie calculat numai raportat la activul societăţii, ci trebuie luate în considerare şi celelalte elemente, altfel estimarea activităţii corporaţiei este cu totul nesatisfăcătoare şi inexactă.

c) Avantajele firmelor. Deoarece firma este un organism asociat, cu o identitate juridică, cu o viaţă proprie, o companie există separat de proprietarii ei. Spre deosebire de (unlike) parteneriat, compania nu se dizolvă automat la moartea unuia dintre proprietari, deci firma poate supravieţui (survive) sub noul proprietar. Răspunderea limitată reduce riscul afacerii dar nu este complet adevărat, de fapt transferă o parte din riscurile financiare la clienţi şi furnizori.

UNIT 59

FOOD AND AGRICULTURE

Agriculture has had a greater impact on the environment than any other human activity. The success of agricultural and pastoral season is the essential resource question for the vast majority of humankind. Only after provision is made for individual survival can people afford to plan for sustainable management of other resources.

World agricultural production has grown significantly over the past decade and outpaced population growth.

Crop yields are influenced by both environmental and economic conditions. Low yields may reflect less favourable soil and climate conditions, low crop prices, planting on marginal or eroded land, and lack of access to inputs such as fertilizers, irrigation, improved seed varieties, pest control and machinery. Low rates of fertilizer applications are caused by lack of financial resources, low crop prices compared with fertilizer prices, and poor distribution structures.

The use of machinery in agriculture is very important. This is reflected by the fact that, for instance, two thirds of the world's agricultural machinery is concentrated in North America and Europe, which form one third of the world's cropland.

The yield increases gained by use of agricultural inputs such as pesticides have serious emvironmental costs. Pesticides misuse can increase health risks to agricultural workers and consumers, harm wildlife and pollute groundwater.

These problems are particularly severe where pesticides are widely distributed and poorly regulated.

Livestock are important sources of meat, clothing and are primary means of agricultural production on range and pasture lands.

The inherent fertility of soils and the climatic regime together determine which crops can be grown, what inputs are required, and what outputs are possible. In many regions, soil is eroding far above its natural rate due to poor farm management and the overgrazing or cultivation of land unsuitable for agriculture.

The physical and chemical characteristics of soils also determine to what extent land is affected by environmental degradation; likewise, such characteristics limit the choice of agricultural methods.

Farmer I'd like to start a farming project capable to help me obtain better yields. What advice can you give me?

Agronomist What crops do you have in mind?

Farmer Maize, in particular, and somewhat, both for food and fodder.

Agronomist Anything else?

Farmer I want to develop vegetable, fruit and vine growing to sell the produce for profit.

Agronomist Right! The first thing to do is to procure high yield seeds and seedlings.

Farmer I see. My dealer will take care of that and also of the necessary fertilizers.

Agronomist You will adjust the respective quantities to the size of the plot of land ascribed to each crop. As for the fertilizers, use them cautiously; if I were you, I'd stick to the organic ones, to avoid the degradation of the plots.

Farmer I've always been rather reluctant to use chemical fertilizers.

Agronomist A sound approach. By the way, what implements are you using at the present moment?

Farmer Well, mostly the traditional ones.

Agronomist In that case, your dealer will have to supply you with some modern machinery, I mean small-size machinery, not very costly, but quite efficient and capable to save you both time and effort.

VOCABULARY

agriculture [ægri'kʌltʃə] s. - agricultură

impact ['impækt] s. - influență

pastoral ['pa:stərəl] adj. - (aici) de creștere a ovinelor, pastoral

humankind ['hju:mənkaind] s. - omenire

provision [prə'viʒn] s. - aprovizionare, provizie

survival [sə'vaivl] s. - supraviețuire

to outpace, ed, ed ['autpeis] v. - a depăși

crop [krɔp] s. - recoltă

marginal ['ma:dʒinəl] adj. - marginal, periferic

input ['input] s. - (aici) elementele introduse în producție

output ['autput] s. - producție, rezultat al activității productive

pest [pest] s. - insecte, animale dăunătoare

fertilizer ['fə:tilaizə] s. - îngrășământ

irrigation [iri'geiʃn] s. - irigație

seed [si:d] s. - sămânță, grăunțe

to gain, ed, ed [gein] v. - a obține, a câștiga

to graze, ed, ed [greiz] v. - a paște

overgrazing ['ouvə'greiziŋ] s. - pășunat excesiv

likewise ['laikwaiz] adv. - tot astfel

maize [meiz] s. - porumb

pesticide ['pestisaid] s. - pesticid

misuse ['mis'ju:s] s. - proastă folosință

wildlife ['waildlaif] s. - animale sălbatice

livestock ['laivstɔk] s. - șeptel

inherent [in'hiərənt] adj. - inerent

wheat [wi:t] s. - grâu

fodder ['fɔdə] s. - nutreț

seeding ['si:diŋ] s. - răsad

to ascribe, ed, ed [ə'skraib] v. - a atribui

cautiously ['kɔ:ʃəsli] adv. - precaut, prudent

costly ['kɔstli] adj. - costisitor, scump
unsuitable [ʌn'sju:təbl] adj. - nepotrivit
lack of - lipsă de
poorly regulated - slab (prost) administrat
pasture land - pășune
to grow crops - a cultiva cereale
far above - cu mult peste
due to - datorită
farm management - administrație agricolă
plot of land - lot de pământ
to stick to - a se ține de, a rămâne la
to be reluctant - a fi împotriva, a se opune, a rezista
sound approach - abordare sănătoasă (înțeleaptă)
by the way - fiindcă veni vorba
vine growing - viticultură

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***Would you explain under what circumstances do we refer to:***

- crop rotation
- high grades
- crop failure
- bumper crop
- low grades
- record crops
- lean year
- highly yielding agriculture
- cropping power

2. ***Which is the best season for:***

- ploughing
- digging
- weeding
- cropping
- sowing
- hoing the soil
- harvesting
- thinning

3. ***Which are the regions of Romania under the following crops:***

- wheat
- barley
- oats
- maize
- rye
- rice

4. ***What other types of soil do you know except:***

- fertile soil
- waterlogged soil
- gravelly soil
- sterile soil
- loose soil

5. ***What operations designed to improve crop yields can you mention except:***

- land mellioration
- land reclamation
- flood protection
- damming operations
- draining operations

GRAMMAR

THE GERUND

Gerunziul este o formă verbală nepersonală specifică limbii engleze având caracteristici substantivale şi verbale.

Ca verb are forme deosebite de timp şi diateză:

TENSE	ACTIVE VOICE	PASSIVE VOICE
Gerunziu nedefinit prezent Gerunziu perfect	finding having found	being found having been found

Gerunziul poate exprima:

Rules	Examples
I. Gerunziul nedefinit exprimă o acţiune simultană cu cea exprimată de predicat.	He is tired of ***going*** there every week-end. - S-a plictisit să meargă acolo la fiecare sfârşit de săptămână.
II. După verbele ***to intend, to insist, to rely on***, gerunziul nedefinit se referă la o acţiune în viitor.	I insist on your ***learning*** this rule. - Insist să învăţaţi această regulă. I rely on his ***solving*** the problem in time. - Mă bazez pe faptul că va rezolva problema la timp.
III. Gerunziul perfect exprimă o acţiune trecută faţă de cea exprimată de predicat. N.B. Gerunziul nedefinit poate fi folosit în loc de gerunziul perfect după prepoziţiile ***on*** (***upon*** şi ***after***).	I don't like his ***having*** come so late. - Nu-mi place că a venit aşa de târziu. You will discuss this after my ***leaving***. - Vei discuta aceasta după plecarea mea. You will discuss this after my ***having*** left. - Vei discuta aceasta după plecarea mea. ***On returning*** home he resumed his activity. - La reîntoarcerea acasă şi-a reluat activitatea.

Rules	Examples
IV. Gerunziul nedefinit la diateza activă se folosește cu înțeles pasiv după următoarele verbe: ***to need*** (a trebui, a avea nevoie), ***to repair*** (a repara), ***to require*** (a cere, a necesita), ***to deserve*** (a merita) și după adjectivul ***worth*** (***it is worth***).	The flat doesn't need ***decorating***. - Apartamentul nu trebuie zugrăvit. The play is worth ***seeing***. - Piesa merită să fie văzută.
V. Gerunziul poate fi determinat de un adverb.	***Reading*** the text aloud is good practice. - Lectura cu voce tare este un exercițiu bun.
VI. Gerunziul unui verb tranzitiv poate fi urmat de un complement direct.	Do you mind my ***leaving*** now? - Pot să plec acum?

Ca substantiv gerunziul are următoarele însușiri:

Rules	Examples
I. Poate fi precedat de o prepoziție.	Thank you for ***coming***. - Vă mulțumesc pentru că ați venit.
II. Poate fi determinat de un adjectiv sau un adjectiv posesiv sau de un substantiv la genitiv saxon.	The book proved good ***reading***. - Cartea s-a dovedit a fi o lectură bună. Do you mind his (John's) ***coming*** with us? - Ai ceva împotrivă că el (John) vine cu noi?
Gerunziul se folosește de asemenea după următoarele expresii: ***to look forward to***, ***would you mind***, ***do you mind***, ***it's no use***, ***it's no good***, ***with a view to***, etc.	I am ***looking forward*** to ***welcoming*** them. - Aștept cu nerăbdare să- i întâmpin. ***It is no use leaving*** so early. - Nu are rost să plece atât de devreme.
Următoarele verbe sunt urmate de gerunziu: ***to rely on***, ***to depend on***, ***to object to***, ***to thank for***, ***to prevent from***, ***to insist on***, ***to succeed in***, ***to devote to***, ***to assist in***, ***to give up***, ***to go on***, ***to keep on***, ***to leave off***, etc.	He objected to their ***leaving*** earlier. - S-a opus ca ei să plece mai devreme. He assisted them in ***translating*** the text. - El i-a ajutat să traducă textul. They succeeded in ***irrigating*** the whole area. - Au reușit să irige întreaga suprafață.

The Gerund Constructions

Rules	Examples
I. Când subiectul acţiunii exprimate prin gerunziu este deosebit de subiectul predicatului gerunziul este precedat de un adjectiv sau un substantiv în cazul genitiv. N.B. Această construcţie este deseori introdusă de *it* anticipatoriu.	I can't understand her ***(Mary's) making*** so many mistakes. - Nu înţeleg cum ea (Mary) poate să facă atâtea greşeli. ***It is not worth buying*** that dictionary. - Nu merită să cumperi dicţionarul acela.
II. Gerunziul poate fi precedat de un substantiv sau pronume la acuzativ - o construcţie mai des folosită în limba engleză. N.B. Forma în *-ing* precedată de un substantiv sau pronume în acuzativ poate fi numită ***halfgerund***.	You must forgive ***us being*** absent. - Trebuie să ne iertaţi că am fost absenţi. I saw ***him (John) going*** to the library. - L-am văzut (pe John) ducându-se la bibliotecă.

EXERCISES

I. Answer the questions:

1. Why is agriculture so important for the vast majority of humankind? 2. What are the factors that influence crop yields? 3. What does the concentration of farm machinery on continents reflect? 4. Why is the misuse of pesticides risky? 5. By what is the nature of the crops to be grown determined? 6. What factors are considered in order to obtain higher yields?

II. Give synonyms for:

agriculture, impact, growth, variety, choice, severe, widely, cautiously, costly, to outpace, to farm, due to

III. Give nouns corresponding to the following verbs:

to provide, to survive, to grow, to apply, to farm, to concentrate, to harm, to require, to determine, to adjust, to implement

IV. Fill in the blanks using the prepositions:

for, in, to, over, *of*, by, on.

1. The success ***of*** the agricultural and pastoral season is the essential resource question ... the vast majority ... humankind.

2. Crop yields are influenced ... both environmental and economic conditions.

3. The use ... machinery ... agriculture is very important.

4. The yield increases gained ... use ... agricultural inputs have serious environmental costs.

5. In many regions soil is eroding due ... poor farm management, the overgrazing or cultivation ... land unsuitable ... for agriculture.

6. Pesticides misuse can increase health risks ... agricultural workers and consumers.

7. Two thirds ... the world's agricultural machinery is concentrated ... North America and Europe.

8. Agriculture has grown significantly ... the past decade.

9. Low rates ... fertilizer application are caused ... lack ... financial resources.

V. Select the correct word from those in brackets:

1. The solution to this problem is simple; I don't need anybody's (assistant, assistance). 2. The new rules and regulations were (adapted, adopted) recently. 3. The technicians (ensure, assure) the necessary services of farm machinery. 4. The solution you suggested is very (practical, practicable). 5. Certain crops are very (sensible, sensitive) to cold. 6. The use of small-size farm machinery (proceeded, preceded) in phases. 7. This is a (sensitive, sensible) decision to take.

VI. Ask as many questions as possible:

1. Differences in yield are partly caused by differences in agricultural inputs. 2. Yield figures demonstrate great differences in the intensity of agricultural activity. 3. The world's agricultural production systems are integrated in the world market for commodities.

VII. Change the following sentences so as to use the gerund:

1. The rain went on to pour for days. 2. They delayed to give the results. 3. This area specializes in the cultivation of vegetables. 4. They seem to be very fond of work in the country-side. 5. We shall appreciate that you want to help us. 6. I could not resist to book tickets for the excursion. 7. Do you mind if I open that window? 8. I don't understand why they opposed your suggestions.

VIII. Translate into English using the expressions **it is no use, it is useless, it is no good, it is worth (while)***:*

1. Activitatea lor este vrednică de laudă.

2. N-are rost să-ți pierzi vremea așteptându-l.

3. Este inutil să o determini să vină cu noi în excursie.

4. Nu folosește la nimic să repeți aceeași întrebare.

5. Nu are rost să pleci pe o asemenea vreme.

6. Nu are rost să cheltuiești atât de mult pe fleacuri.

7. Nu are rost să-l invităm dacă nu-i face plăcere.

8. Nu avea rost să mă caute dacă știe că nu sunt acasă.

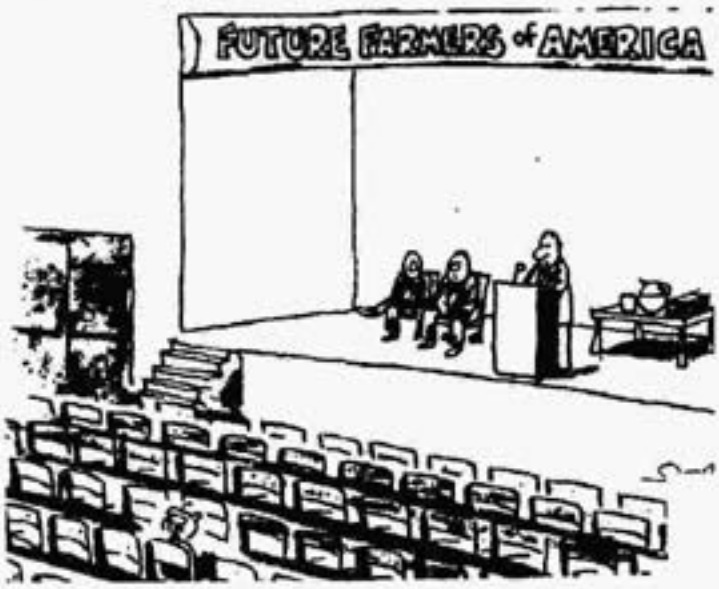
9. Nu a meritat să vizităm localitatea, nu are nimic interesant de văzut.

10. Nu are rost să faci un asemenea efort fără să fii sigur de rezultat.

IX. Give the right tenses of the verbs in brackets:

1. There is no doubt that he enjoys (to study) foreign languages. 2. I remember (he, to ask) for the book yesterday. 3. I can't understand (they, to forget) to return the books. 4. The change of time table will mean (we, to leave) much earlier every day. 5. His idea is worth (to go into) more carefully. 6. I was surprised at there (to be) no one to meet us. 7. It's been a pleasure (to meet) them. 8. I couldn't resist (to buy) all these lovely things.

X. Finish with a smile:



XI. Translate:

a) 1. Vei relua activitatea după plecarea lor. 2. Nu-mi place că te-ai purtat așa. 3. El neagă că ar fi plecat fără permisiune. 4. Mersul pe jos este un exercițiu sănătos. 5. La întoarcerea în întreprindere i s-a oferit o muncă foarte interesantă. 6. Scuză-mă că te-am întrerupt dar vreau să-ți comunic ceva înainte să plec. 7. Îți mulțumesc că ai acceptat să faci această lucrare. 8. Orașul merită să fie vizitat. 9. Nu merită să faci legumicultură pe acest teren. 10. Ai ceva împotrivă dacă începem culesul fructelor mâine? 11. Insist să încercați această nouă metodă. 12. L-am văzut experimentând pe acest teren. 13. Nu înțeleg cum poate să nu facă ce i se spune. 14. Trebuie să ne ierți că nu am venit așa cum am promis.

b) 1. Importanța agriculturii constă și în faptul că este un furnizor de materii prime pentru industrie. 2. Folosirea adecvată a mașinilor agricole are un impact favorabil asupra randamentului producției. 3. Folosirea necorespunzătoare a îngrășămintelor chimice, a pesticidelor și ierbicidelor are consecințe dăunătoare pentru mediul înconjurător. 4. În zonele rurale șeptelul reprezintă o sursă importantă de alimente, materii prime, îngrășăminte și tracțiune. 5. Numeroase țări depind de comerțul cu produse agricole pentru a obține devize. 6. Câștigurile din exporturile cu produse agricole sunt direct proporționale cu nivelul prețurilor mondiale la produsele de bază.

UNIT 60

WHAT MANAGERS DO ...

Any person anticipating a manager career is naturally interested in what managers do. How do they occupy their time? Do they really have two-hour lunch breaks, get to go in style to all the major talks, conventions and sales meetings and play tennis at least one afternoon a week? Well, a few do, but most do not.

Actually, it is difficult to say exactly what managers do because management is a diverse job. But besides performing technical functions they also plan work schedules, organize resources, control performance and make managerial decision. Managers must be skilled at getting work done through others. At all times they must be concerned about the effective use of human and non-human resources.

Individual pursuing management careers move up in the organization in several different ways. The most popular pattern is the path of progressive responsibility. While it is true that not everyone achieves or desires progressive level of responsibility; the following criteria were selected for rating individuals as managers.

Leadership means effectiveness in getting ideas accepted in guiding a group or an individual to accomplish a task.

Judgement - is defined like ability to reach sound, logical conclusions based on the information at hand.

Accountability-Fulfillment - is nothing else but the ability to fulfill overall performance accountabilities as shown on the job description.

Organization and Planning - means effectiveness in arranging own activities and those of a group so as to provide effective courses of action.

Use of Delegation - is the ability to involve others effectively and to understand where a decision can be made.

Initiative - means actively influencing events rather than passively accepting; acts without specific instructions within the scope of assigned accountabilities.

Decisiveness - is readiness to make decisions or to render proper judgements. Ability to use problem-solving process.

Professional Competence (Expertise) - The manager must have a firm grasp of fundamental principles and concepts in his profession. He can make good value judgements and also know sources for new information and keeps it up to date.

Problem analysis - actually is effectiveness in seeking out pertinent data in determining the cause problems.

These criteria can be followed and attained during cross and in-depth interview with selected superiors, incumbents, and candidates for managerial positions.

When rating is being applied - the raters can have in mind four benchmarks: outstanding, excellent, good and satisfactory.

"Outstanding" means that the would-be manager consistently satisfies and usually exceeds all assigned accountabilities and agreed-upon objectives. His performance level is above normal requirements.

In case of ***"excellent"*** constantly satisfies and frequently exceeds assigned accountabilities and (or agreed-upon objectives). Performance level is above normal requirements.

When "goods" is rated the prospective manager consistently satisfies assigned accountabilities and/or agreed-upon objectives. It implies a solid overall performance.

"Satisfactory" means: he satisfies most of the assigned accountabilities and/or agreed-upon objectives, but occasionally falls short on assignments. Therefore there is a need for specific improvement.

"It's settled. If they do go out on strike we'll operate the plant ourselves. Anyone know where it is?"

Jack What do you mean living by Golden Rule in business?

Mr. Richle You can be a success by using the Golden Rule: "Do unto others as you would have them do unto you!"

Jack Let me think: When I meet someone, I try to imagine him wearing an invisible sign that says "Make me important?"

Mr. Richle Well, I respond to this sign immediately, and it works wonders. You should praise people whenever you can. Never give criticism without praise. Always find something good to say to a person.

Jack And it's inexcusable to chastise someone in the presence of others.

Mr. Richle Not only does such action create bitter resentment, but everyone present becomes embarrassed.

Jack I feel that everybody craves a pat on the back and will respond accordingly.

Mr. Richle Yes! Just say: "I've read your paper report, and it's terrific. And when you do, you'll make his day.

VOCABULARY

to anticipate, ed, ed [æn'tisipeit] v. - a anticipa

career [kə'riə] s. - carieră, profesie, activitate, avansare

actually ['æktjuəli] adv. - într-adevăr, în fapt, cu siguranță

progressive [prə'gresiv] adj. - treptat

leadership ['li:dəʃip] s. - conducere, comandă, șefie

effectiveness [i'fektivnis] s. - eficacitate

to accomplish, ed, ed [ə'kɔmpliʃ] v. - a îndeplini, a realiza, a înfăptui

ability [ə'biliti] s. - capacitate

judgement ['dʒʌdʒmənt] s. - judecată (aici) rațiune, minte clară, putere de pătrundere

accountability [ə'kauntəbiliti] s. - răspundere, responsabilitate

fulfillment ['ful'filmənt] s. - îndeplinire, realizare

overall ['ouvə'ɔ:l] - total, general, atotcuprinzător

scope [skoup] s. - amploare, domeniu

deciseveness [di'saisivnis] s. - hotărâre, tărie (de caracter)

readiness ['redinis] s. - promptitudine; dispoziție, stare de a fi gata, repeziciune

competence ['kɔmpitəns] s. - competență, capacitate, pricepere

expertise ['ekspə:'ti:z] s. - îndemânare; cunoștințe tehnice

pertinent ['pə:tinənt] adj. - pertinent

incumbent [in'kʌmbənt] s. - beneficiar, posesorul unui beneficiu, avantaj

rater ['reitə] s. - evaluator, estimator

benchmark [bentʃma:k] s. - cotă de apreciere a nivelului profesional

outstanding ['autstændiŋ] adj. - remarcabil

consistently [kən'sistəntli] adv. - constant, permanent; complet fără lacună

to exceed, ed, ed [ik'si:d] v. - a depăși

to praise, ed, ed [preiz] v. - a lăuda

to chastise [tʃæs'taiz] v. - a mustra, a dojeni sever

bitter [bitə] adj. - amar

embarrassed [im'bærəst] adj. - stânjenit, încurcat

to crave, ed, ed [kreiv] v. - a dori cu ardoare, a aștepta cu nerăbdare, a sili la

resentment [ri'zentmənt] s. - resentiment

accordingly [ə'kɔ:diŋgli] adv. - în consecință

to go in style - a merge îmbrăcat în costum/ pentru ocazii

to be concerned about - a se preocupa de

to pursue a career - a urmări o carieră

assigned accountabilities - răspunderi atribuite

to make a decision - a lua o hotărâre

to make a judgement - a forma o părere (opinie)

to keep smth up to date - a ține la zi

cross and in-depth interview - interviu direct și amănunțit

agreed-upon objectives - obiective convenite / stabilite

to fall short on assignments - a rămâne în urmă cu sarcinile

do unto others - fă altora

to work wonders - a face minuni

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary below:

1. You need to arrange a business meeting with your partner. Turn to page 115 and look at your Diary. What would you say?

Mon	Thurs 9.00 a.m. Playing squash with Andy	
Tues 9.00 a.m.: meeting with Mckay 3.30 p.m. Lady Boyle's funeral	Fri	
Wed. 9.30 a.m. Dentist's 12 noon: Lunch with Owen Cass	Sat	Sun

Suggesting a time:

When would
Would Thursday
at 3 o'clock

suit you?
be convenient for you?

What about
Shall we say

1 o'clock on Wednesday, tehn?

saying yes

Yes, I'm free at 1 o'clock
Yes, Wednesday would

be fine
be convenient
suit me

saying no

I'm afraid

I can't make it
I'm busy
I have another engagement
I've got something else

2. You work for a company which is developing a new product. Your job is to make a convincing presentation of your product. What should you do?

1. introduce the members of your management team (Managing Director, Financial Manager, Marketing Manager, Technical Manager, Production Manager).

2. Give a brief presentation of your company location, company mission, business strategy, product range, turnover, pre-tax profits, size of work-force, etc.

3. Give details about the new product you are developing; general description, technical specifications and features, target consumer, price, marketing plans, production targets, etc.

4. Be prepared to answer questions from the executives.

GRAMMAR

THE PARTICIPLE

Participiul este o formă impersonală a verbului intermediară între verb și adjectiv (adjectiv verbal), între verb și adverb (adverb verbal).

Look at the words ***written*** on the blackboard. - Priviți cuvintele scrise pe tablă.

We watched the softly ***falling*** rain. - Priveam ploaia care curgea încet.

Having come to an agreement we started ***working*** on the project. - După ce am ajuns la o înțelegere am început lucrul la proiect.

Participiul prezintă caracteristici verbale de timp și diateză. Verbele tranzitive nu au diateză pasivă la participiu.

În limba engleză există două participii:

Participiul prezent (Thre Present Participle) și Participiul trecut (The Past Participle).

THE TRANSITIVE VERB: TO WRITE

Tense	Active voice	Passive voice
Present	writing	being written
Perfect	having written	having been written
Past	—	written

THE INTRANSITIVE VERB: TO COME

Tense	Active voice
Present	coming
Perfect	have come
Past	come

THE USE OF THE PARTICIPLE

Rules	Examples
I. Participiul prezent / Present Indefinite Participle cu auxiliarul ***"to be"*** formează conjugarea continuă.	She is ***telling*** the truth. - Ea spune adevărul. She was ***going*** to the airport when I met her. - Când am întâlnit-o se ducea la aeroport. They will be ***coming*** soon. - Ei vor veni curând.
II. Participiul prezent nedefinit pasiv și activ exprimă o acțiune simultană cu acțiunea exprimată de verbul predicativ din propoziție.	When ***going*** home I met an old friend of mine. - Mergând spre casă (în drum spre casă) m-am întâlnit cu un vechi prieten de-al meu. We looked at the ***rising*** sun - Priveam cum răsare soarele.
III. Cu verbele de percepție fizică și de mișcare: ***to see, to hear, to come, to arrive, to seize, to look, to turn***, participiul prezent nedefinit exprimă anterioritate.	***Hearing*** her footsteps I went to the door to welcome her. - Auzindu-i pașii m-am dus la ușă să o întâmpin. ***Arriving*** at the railway station we learned that the train was five minutes late. - Sosind la gară am aflat că trenul are o întârziere de cinci minute.
IV. Participiul prezent nedefinit introdus prin conjuncțiile when și while exprimă o acțiune simultană cu acțiunea verbului predicativ din propoziție.	While ***reading*** I came across a very interesting idea. - În timp ce citeam am descoperit o idee foarte interesantă. When ***passing*** by the house I dropped in for a few minutes. - Trecând pe lângă casă am intrat pentru câteva minute.
Participiul perfect (Perfect Participle) activ și pasiv exprimă o acțiune anterioară acțiunii exprimate de verbul predicativ. Participiul trecut (Past Participle) cu verbul "to have" se folosește la formarea timpurilor perfecte.	***Having*** read the book I returned it to the library. - După ce am citit cartea am înapoiat-o la bibliotecă. We have ***come*** in time. - Am venit la timp. He had ***finished*** to translate by 12 o'clock. - Până la ora 12 terminase de tradus.
Verbul ***"to be"*** se folosește la formarea diatezei pasive.	He is ***known*** as a good economist. - Este cunoscut ca un bun economist. They will be ***told*** what to do. - Li se va spune ce să facă.

Rules	Examples
Participiul trecut exprimă o acţiune simultană sau anterioară acţiunii exprimate de verbul predicativ din propoziţie.	They moved into a house ***built*** two years ago. - S-au mutat într-o casă construită acum doi ani. He will become a well ***trained*** engineer. - El va deveni un inginer bine pregătit.

EXERCISES

I. Answer the questions:

1. Is management a job? 2. How can you pursue a management career? 3. What rating criteria are used to select a manager? 4. Make out the difference between leadership and management. 5. Can you say the difference between competence and problem analysis criteria? 6. When rating, what benchmarks do you apply? 7. What do you mean by the "Golden Rule" to be followed during business time? 8. Are use of delegation and initiative the most needed qualities of a manager?

II. Make nouns from the verbs below using suffixes -"ness", - "ing", -"ment", -"ship".

to meet, to manage, to pursue, to achieve, to rate, to follow, to effect, to guide, to lead, to judge, to plan, to fulfill, to arrange, to understand, to be ready, to make decisions, to seek, to require, to improve, to exceed, to chastise, to crave (for), to resent, to embarass.

III. Give synonyms for/or explain:

profession, gradually, to fulfill, accountability, ability, to praise, to imagine, to satisfy, consistently, a solid overall performance, at all times, to rate individuals as managers, at hand, use of delegation, professional competence, problem analysis, pertinent data, challenges, incumbent, managerial position.

IV. Give the plural of:

datum, analysis, basis, criterion, oasis, crisis, phenomenon, series, species, focus, genius, radius, stimulus, nucleus, cloth, custom, index,

V. Give the Present, Perfect and Past Participle active and passive of the following verbs:

to chastise, to rate, to manage, to do, to seek, to crave, to put, to work, to exceed, to pursue.

VI. Insert participles and translate:

Is Your Career ... (to stall)?

Here's How to Become an On-the-Job Success.

People get ... (to stuck) in a career-halting rut on-the-job but you can break out your shell and live up to your full potential if you work while ... (to follow) some tips. People develop

boundaries that they are afraid to break. And breaking out of this shell is ... (to be) the most you be in the work world.

1. Picture yourself succeeding each time you approach a new task ... (to do), so, you'll gain confidence that will help you to work with performance.

2. Focus on one problem at a time, you won't feel so ... (to overwhelm). And when you concentrate on problems, one by one, they become easier to solve.

3. Challenge yourself now. Don't put off challengers such as a new job assignment or special project. Besides taking challenges as they arrise you will get used to ... (to succeed).

4. Fulfill a dream at a time; take a special vacation of one or two days in a "De Luxe Hotel". Have one lunch at a top restaurant, allow yourself large tips. This will show you that you can be grand and your dream can get even bigger.

5. Tell your friend your plan for success. Having ... (to talk) about your dreams and plans they can come closer and perhaps easier to reach.

6. Don't be afraid to fail. Consider a failure an opportunity to learn and to try something different.

7. Don't forget to laugh. Picture life as a road with pot-holes, you are ... (to bind) to hit a few, but laugh.

8. Pack away at your shell. Don't talk to the same people at work day after day. You'll make yourself a stupid-make, it is a point to talk to others better than you, if you can.

When ... (to follow) such tips you can make a success for sure!

VII. Read the text below. Ask as many questions as possible using the following words: **what for; what, why, how many, when; how, must, have, am, do, need, would, does, should.**

COMPETING FOR A PROMOTION?

7 Ways You Can Get the Edge

When you are competing with a fellow worker for a promotion, you can help yourself win the battle by following seven "success strategies", say two experts.

1. Check with your present boss to find out if you'll have his support in your drive to get the promotion. Like any game, you want to find out what the rules are, and what it takes to win.

2. Tell the co-worker you're competing with that you are trying for the same job he is, and let him know that you intend to compete fairly. Offer your goodwill - but don't say anything that will give him an advantage.

"That's important, because what you are communicating is: 'I'm not going to tear you down, but I'm going to put out my maximum for this position.'"

3. Don't get so wrapped up in trying for the new job that you *let your* current *work load slide*. "Most organizations reward the person who performs the best." "The best recommendation you can have is that you do your present job well".

4. Try to ignore rumors, *petty arguments* or unpleasant incidents that may occur while you *are eying* for the new job.

If you can't ignore them, do nothing that will add fuel to a controversy.

However, if gossip or rumors are making you look bad in the eyes of your bosses, you've got to *confront them head-on*.

5. Be at your best emotionally. While you are competing, be especially careful to hide your personal problems, such as marital difficulties or problems with your children. Your superiors may feel that your personal troubles could interfere with your job performance.

6. *Showcase* your talents. Take advantage of any legitimate opportunity to make yourself *look better on the job*, or to make your section of the company perform better.

As a potential manager or supervisor, you'll be judged not only on your own performance but on your *ability to motivate others* in your department field.

7. Thoroughly research all the duties and responsibilities of the position you're seeking.- If possible, get some practice doing portions of the job.

The more you demonstrate that you are already familiar with the tasks and responsibilities, and that you are willing to take them on, the more impressive you'll be to the person considering you for promotion.

The more you show initiative, the more likely you are to get the position."

VIII. Finish with a smile but mind the participles:

a. Woman to a clerk at a greeting card counter: "Do you have condolence card for someone who has just been superseded by automation?"

b. Voice overheard on the bus: "I figure my job is safe from automation. It doesn't pay to make it worthwhile to invent a machine to do it."

c. Exhausted husband to wife: "Boy, what a day! The electronic brain broke down and we all had to think".

A teacher asked the class to name some of the benefit of the automotive age. One boy spoke up: "Well, it stopped horse stealing".

IX. Translate into English:

1. Textul fiind greu de tradus, a trebuit să lucrez câteva ore. 2. Deoarece aveam destul timp am hotărât să verific lucrarea. 3. După ce a fost terminat exercițiul, a fost predat profesorului pentru a fi corectat. 4. După ce i s-a spus că directorul va veni mai târziu, a început să-și pregătească agenda de lucru pentru a doua zi. 5. Știind că va avea un interviu amănunțit cu beneficiarul și-a schițat (to scratch) câteva idei. 6. Sosind la birou a aflat că planul a fost aprobat. 7. Mă voi întoarce până la ora 10 când cu siguranță va începe ședința. 8. Tocmai treceam agale pe stradă când l-am întâlnit. 9. Sosind târziu am pierdut începutul prezentării. 10. Deoarece am lucrat serios, rezultatele au fost bune. 11. Într-adevăr capacitatea de a ști să conduci este o mare calitate. 12. Tăria de caracter, priceperea, cunoștințele tehnice, puterea de pătrundere, de luare de decizie sunt doar câteva dintre calitățile necesare unui director bun.

b. Majoritatea studiilor sunt de acord că managementul este o activitate cu totul deosebită, ea implică oameni, nu lucruri; este considerată ca un proces de organizare și de folosire (to employ) a resurselor pentru realizarea obiectivelor propuse, de asemenea, implică activități de decizie.

UNIT 61

HOW CORPORATIONS RAISE CAPITAL

Large corporations have grown to their present size because they have found ways to raise new capital for further expansion. Of course, the corporation like the individual, can buy goods and services on credit or can mortgage its assets, including building and equipment. However, there are five primary ways used to raise new capital.

(1) SALE OF COMMON STOCK. Holders of bonds have lent money to the company, but they have no voice in its affairs, nor do they share in profits or losses. Quite the reverse is true for inventors who buy common stock. They own shares in the corporation, but receive no dividends until interests payments are made on outstanding bonds. If sufficient, capital can be raised by writing to issue additional common stock. As the shares are solid, the funds received can be used for expansion.

(2) ISSUING PREFERRED STOCK. When issued this stock, pays a "preferred" dividend. That is, if profits are limited, the owner of preferred stock will be paid dividends before those with common stock. Legally, the owner of the stock stands next in line to the bondholder in getting paid. When a company wants additional capital raised new preferred stock is issued.

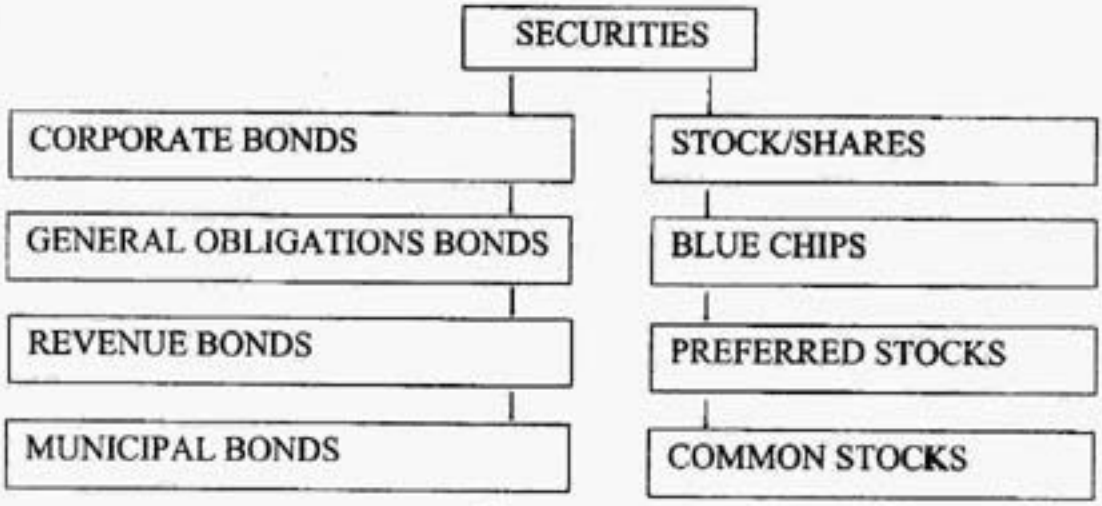
(3) ISSUING BONDS. A bond is a promissory note usually issued for a specified amount. It is sold on the bond market with a promise to pay interest every six months or every year. Should the holder wish to get back his money before the note is due, the bond may be sold to someone else. When the bond reaches "maturity" (tenor) the company promises to pay back the principal at its face value. The interest paid on the bond is called "coupon" payment because the owner cuts off a certain piece of the bond every period and mails it to the company to receive payment. The company agrees to pay interest on its bonds whether or not a profit is made. That is why a smaller corporation can seldom raise much capital by issuing bonds.

(4) BORROWING. Companies can also raise capital by borrowing from lending institutions, savings-and-loan institutions, primarily from banks. A rate of interest is paid on the loan. If money is scarce, interest rates are rising; if plenty of money is available for loans, the rates are moving downward.

"Where's the friendly guy who does your TV commercials?"

(5) USING PROFITS. Some corporations pay out most of their profits in the form of dividends to their stockholders. Investors buy into these companies because they want a high income on a regular basis. But "growth companies" prefer to take most of their profits and reinvest them in expansion. Persons who own such stocks are content to accept smaller dividends or none at all, if by rapid growth shares increase in price. They prefer to take the risk of obtaining a "capital gain", or rise in value of the stock, rather than be secured a steady dividend.

The following diagram will help you better understand what sort of securities can Banks or Corporations purchase or sell.



"I'm sorry Mr. Merridrew, I can't take your rabbit as security for a loan."

VOCABULARY

expansion [iks'pænʃən] s. - extindere, dezvoltare în afaceri

to mortgage, ed, ed ['mɔ:gidʒ] v. - a ipoteca

assets [æsetz] s.pl. - activ, datorii active, bunuri particulare

equipment [i'kwipmənt] s. - echipamente

primary ['praiməri] adj. - principal, esențial

holder [houldə] s. - deținător

bond [bɔnd] s. - obligațiune, titlu de valoare

to lend, lent, lent [lend] v. - a da cu împrumut

profit ['prɔfit] s. - profit

reverse [ri'və:s] s. - revers

interest ['intrist] s. - dobândă

outstanding ['aut'stændiŋ] adj. - scadență, maturitate

tenor ['tenə] s. - scadență

principal ['prinsipəl] s. - mandant; persoană căreia i se cuvine o sumă în baza unui drept/suma pentru plată

to borrow, ed, ed ['bɔrou] v. - a lua cu împrumut

bondholder ['bɔnd'houldə] s. - deținător de titluri/obligațiuni

coupon [ku'pɔn] s. - cupon

securities [si'kju:ritiz] s. - titluri/hârtii de valoare

loan [loun] s. - împrumut

to raise capital - a strânge capital

corporate stock - pachete de acțiuni asociate (emise de o societate)

common stock - acțiuni comune fără dobândă

to have a voice - a-și spune cuvântul

to share in profits - a participa la împărțirea profiturilor

outstanding bond - titlu, obligație neplătită

to be true for - a fi valabil pentru ...

preferred stock - pachet de acțiuni cu preferință/cu dividende

to stand next in line to - a fi următorul după

promissory note - bilet la ordin

bond market - piață de titluri de valori

to reach maturity - a ajunge la ziua scadenței

at its face value - la valoarea ei reală

rate of interest - rata dobânzii

on a regular basis - în mod obișnuit/firesc

to take a risk - a-și asuma un risc

a steady dividend - dividend permanent

growth companies - societăți/întreprinderi mari/cu scopuri de extindere

general obligation bonds - obligațiuni emise de stat

municipal bonds - obligațiuni emise de municipalitate

revenue bonds - obligațiuni personale cu profit

portfolio - portofoliu/listă de acțiuni și titluri

blue-chips - acțiuni de valoare mică

rating value - valoare nominală

to buy chips - a cumpăra acțiuni, a investi în valori mici

VOCABULARY PRACTICE

Answer the questions using the additional vocabulary given below:

1. ***What popular ways of saving do you know?***

People can put their money in:

Checking account in a bank.

Savings Institutions:

a) savings-and-loan banks

b) savings departments of commercial banks

c) credit-unions (non-profit owned by the investors who may also borrow from them)

Life insurance policies (offer saving and protection)

Pension system (contracts that provide retirement benefits in the form of pensions)

Social security system (employees contribute a percentage of their ways into a retirement system)

Stocks and Bonds (individuals may save by investing in stocks and bonds and government securities)

Real Estate (real estate investment particularly in private dwellings. These dwellings are bought on a long-term basis, with a mortgage at a fixed interest rate. Interest and repayment of principal are combined in the regular mortgage payments and the homeowner saves the equity he builds up in repayments).

2. ***Do you know other instruments of monetary policy except those given below?***

- capital market
- open market rate
- domestic money market
- interbank market
- market operations
- market interest rate
- money market interest rate

3. ***What types of rates are generally related with monetary policies?***

- exchange rate
- short-run interest rate
- purchase rate
- market interest rate
- interbank market interst rate
- interest rate
- lending rate
- intervention rate
- floating exchange rate

4. ***Do you know the meaning of?***

- balance of payments
- balance sheet
- balancing book
- balance of trade
- balance ticket

5. ***What sources of business capital do you know?***

- sales of shares ordinary and preference
- debentures
- mortgages
- sale of freehold and lease back
- retained profit

6. ***What is the permanent and long term capital used for?***

- land and buildings
- specialised equipment
- take-over and mergers

GRAMMAR

PARTICIPLE CONSTRUCTIONS

THE ACCUSATIVE WITH THE PARTICIPLE

Acuzativul cu participiul este o construcţie predicativă formată dintr-un substantiv sau un pronume în cazul acuzativ şi un verb la participiu.

Acuzativul cu Participiul se foloseşte:

Rules	Examples
I. Acuzativul cu participiul prezent se foloseşte:	
a) după verbele de percepţie fizică sau mentală: ***to see, to hear, to feel, to smell, to look at, to listen, to perceive, to notice, to watch, to imagine.***	I ***heard*** her ***speaking*** on this matter before. - Am auzit-o vorbind despre această problemă mai înainte. We ***saw*** them ***leaving*** the museum. - I-am văzut plecând de la muzeu. She ***watched*** the child ***playing***. - Urmărea copilul jucându-se. I ***imagine*** him ***trying*** to start the engine. - Mi-l imaginez încercând să pornească motorul.
b) după verbele: ***to keep, to find, to catch, to leave, to start***, etc.	She ***found*** us ***studying*** in the library. - Ne-a găsit studiind în bibliotecă. We ***left*** him ***waiting*** too long. - L-am lăsat să aştepte prea mult.
N.B. În unele cazuri la negativ această construcţie exprimă lipsa de permisiune.	I won't have you ***saying*** that to me. - Nu-ţi permit să-mi spui aceasta.
Acuzativul cu participiul trecut se foloseşte:	
a) după verbele care exprimă percepţia fizică;	I ***saw*** his article ***printed*** in today's newspaper. - I-am văzut articolul tipărit în ziarul de azi.
b) verbe care exprimă un ordin;	He ***ordered*** the goods ***packed*** adequately. - A cerut ca mărfurile să fie ambalate corespunzător.

Rules	Examples
c) verbe cauzative: ***to have, to get, to want.***	I ***want*** this exercise done until tomorrow. - Vreau să faceţi acest exerciţiu până mâine. We ***had*** our exercises corrected by the teacher. - Exerciţiile ne- au fost corectate de profesor. She must ***have*** the article typed until 6 o'clock. - Trebuie să i se dactilografieze articolul până la ora şase. I ***had*** my hair cut a week ago. - Mi-am tuns părul acum o săptămână.

THE NOMINATIVE WITH THE PARTICIPLE

Nominativul cu participiul (Nominative with Participle) este o construcţie formată dintr-un substantiv sau un pronume la cazul nominativ şi un verb la participiu. Verbul în această construcţie se află în relaţia unui predicat faţă de subiectul său. Subiectul este acelaşi cu al verbului din regentă.

I	was heard	coming
He	was seen	leaving the office
She	was noticed	entering the building
We, you, they	was overheard	speaking about this

Nominativul cu participiul se foloseşte:

Rules	Examples
I. Cu verbele care exprimă percepţie fizică la diateza pasivă: Construcţia nominativ + participiu exprimă o acţiune în desfăşurare şi poate fi considerată diateza pasivă a construcţiei acuzativ cu participiu.	She was often ***seen painting*** in this park. - Ea a fost deseori văzută pictând în acest parc. He was seldom ***heard singing*** that tune. - El a fost rareori auzit cântând acea melodie.

NOMINATIVE ABSOLUTE

Nominativul absolut (Nominative Absolute) este o construcţie în care participiul îndeplineşte funcţia de predicat faţă de un subiect propriu exprimat printr-un substantiv sau un pronume personal la cazul nominativ.

The work being completed we can begin planning the holidays. - Lucrarea fiind terminată putem începe să ne planificăm vacanța.

The plane having taken off we returned home. - După ce avionul a decolat ne-am întors acasă.

Nominativul absolut exprimă o relație de:

a) timp	***It being late*** we decided to go. - Fiind târziu ne-am decis să plecăm.
b) cauză	***The winter being severe*** we could not go on the trip. - Iarna fiind aspră nu am putut pleca în excursie.
c) condiție	***Weather permitting*** we shall start early in the morning. - Dacă vremea va permite vom porni dimineață devreme.
d) mod N.B. Uneori, subiectul participiului este subînțeles.	***Everybody left*** without a word more spoken. - Toți au plecat fără să mai spună un cuvânt. ***Generally speaking*** they behaved well. - În general s-au comportat bine.

EXERCISES

I. Answer the questions:

1. Why have corporations grown to large sizes? 2. What are the primary ways used to rise new capital? 3. How can you explain the sale of common stock?4. Why is preferred stocks issuing better than the common stock one? 5. What is the difference between stock and bonds? 6. What are the methods used by corporations to raise capital? 7. What are securities and how can you subdivide them? 8. What is the difference between ordinary shares and preference shares?

II. Fill in with prepositions and adverbs:

on, by, down, of, from, with, as, in, as, on, from, by.

Americans buy almost everything ... credit, and stocks are no exception. Usually an investor can make a stock purchase ... paying 50 per cent ... and getting a loan ... the remainder. This is called a "margin" ... 50 per cent. The balance is borrowed ... a brokerage house and the stock certificates are deposited ... the broker ... security. The minimum margin i.e. the amount to be paid ... cash ... percentage ... a purchase, is always regulated officially. The minimum margin vary, depending ... whether there is need to stimulate the market or curb its speculations. Companies can also raise capital ... borrowing ... lending institutions.

III. Turn the Accusative with the Infinitive construction into the Accusative with the Participle constructions:

1. I watched *him give* the explanation on stocks. 2. I have often heard *him speak* about the subject. 3. I left *them work* on the financial plan. 4. I won't have them borrow from any lending institution. 5. I heard the interest rate have increased. 6. I found the Board of Directors debate in the meeting hall. 7. I saw them pay out most of their profits. 8. He ordered the stocks purchased on margins. 9. They got the investors buy into their companies. 10. The corporation must have the capital raised for an extension until the dividends are paid.

IV. Change the following sentences, using the Nominative with the Participle construction:

1. We saw the President of the company leaving his office. 2. Everybody saw him playing tennis and he was very good. 3. I watched out the economists calculating the company's profits. 4. I listened to the Deputy Manager describing my new job. 5. He found me working hard. 6. I met someone waiting for him in the hall. 7. I saw them taking the risk of obtaining a capital gain.

V. Match the definitions to the words below.

1. stocks and shares	a) money lent to a company at a fixed rate of interest
2. loan stock	b) shares in ordinary companies
3. preferred stock	c) ordinary shares in a company giving the shareholders the right to vote at meetings and receive a dividend
4. common stock	d) shares (often with no voting rights) which receive their dividend before all other shares and which are repaid first (at face value) if the company is liquidated
5. capital	e) account of dealings (money invested in the co. or taken out of the co.) by the owners of the co.
6. capital account	f) money, property and assests used in business.

VI. Fill in the gaps with the right verb at its correct form:

She spoke until nine o'clock about the history of India. At nine o'clock she changed her subject.

She went on [ ] about the people of India.

She went on [ ] for another half-hour.

She finished [ ] at half-past nine.

The audience clapped loudly.

They went on [ ] for ten minutes.

They finished [ ]

They began [ ] questions.

They stopped [ ] questions at ten o'clock.

They stopped [ ] some tea.

But they went on [ ] questions afterwards.

VII. Choose the correct form.

a)

	for a...	-ing	
1. Tom's going (sail)	•	•	on Friday.
2. Bob's going (climb)	•	•	next summer.
3. David went (fish)	•	•	last week-end.
4. Are we going (drink)	•	•	this evening.
5. Let's go (walk)	•	•	now.
6. We went (drive)	•	•	on Sunday.
7. Tom's gone (paper)	•	•	this morning.
8. Alice's going (shop)	•	•	later today.
9. My friends went (camp)	•	•	last June.

b)

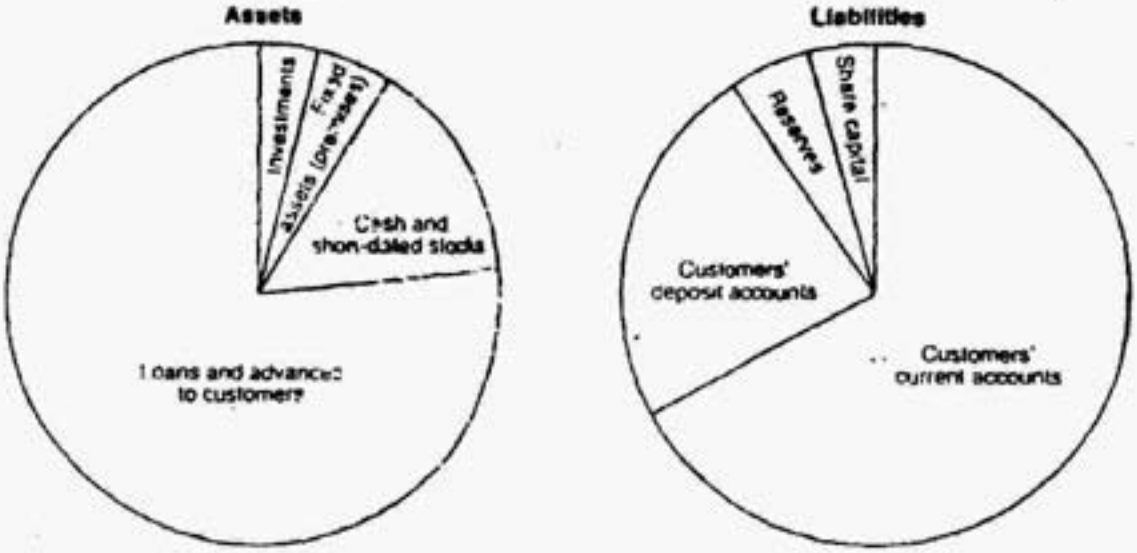
	to be	being	
1. I expect	•	•	promoted.
2. I'd like	•	•	taken to the cinema.
3. She likes	•	•	driven in fast cars.
4. He denied	•	•	given the money.
5. We hope	•	•	sent our wages.
6. He arrived	•	•	seen.
7. He hates	•	•	photographed.
8. They don't want	•	•	woken up early.
9. I've arranged	•	•	driven to the bank.
10. He regretted	•	•	sent to that school.
11. I couldn't help	•	•	seen.
12. She enjoys	•	•	sent presents.

IX. Answer the questions below using the pie charts.

For example: Q. What happens to the bulk of a commercial bank's funds?

A. The bulk of a commercial bank's funds are lent to customers.

The balance sheet of a typical commercial bank



1. Are current accounts or deposit accounts more popular?
2. About what proportion of the bank's funds are lent to customers?
3. About what proportion of the bank's liabilities are represented by customers' accounts?
4. Why is the item "Cash and short-dated stocks' critically important from the bank's point of view?
5. Why is the same item of critical importance from a customer's point of view?
6. Do the assets of a commercial bank tend to be liquid or frozen?

X. Complete the table and give the meaning.

verb	adjective	noun
to guarantee	**guaranteed**	**guarantor**
to apply		
	authorised	
		overdraft
to alter		
	requisite	
		implication
to specify		
	abbreviated	
		endorsement
to secure		
	confidential	
		cancellation
to modify		
	prescribed	
		beneficiary

verb	adjective	noun
to economise		
	remedial	
		legality
to accumulate		
	completed	
		negotiation
to confirm		
	fabricated	
		negligence
to agree		
	definitive	

XI. Translate into Romanian paying attention to the Nominative Absolute constructions:

1. The share prices being high we decided to sell some blue chips. 2. Interest rates rising, money becomes ever more scarce. 3. The question being difficult, we made no answer. 4. The project requiring a thorough study, we didn't make a decision. 5. Maturity being reached, the companies promised to pay back the principle at its face value. 6. The decision being made, the corporations borrowed from the required capital at a high rate of interest. 7. Mortgaging their assets, the corporations decided to raise new capital for further expansion. 8. The work being completed, he could leave early.

XII. Give the Romanian meaning for the following:

a) value appraisement, value rating, value-added, value-added tax (VAT), value marginal, physical product, estimated value, intrinsec value, to be of great value, to set a high value on, at value, current value, rating value, face value, par value, value date, value received, value in account, gold value clause.

b) listed shares, share list, share market, share capital, share warrant (bearer), shares without par value, share dividend, share certificate, underwriting share, industrial shares, cumulative preference shares, mining shares, ordinary shares, partly paid shares, preferred ordinary shares, participating preference shares, founders' shares, issues of shares.

XIII. Choose the right answer:

1. "A company can mortgage its assets" means:
   a) can mortgage its things of value (buildings, equipment, etc.)
   b) can convey by mortgage its property available to pay debts.
2. "holders of bonds" means:
   a) holders of a promisory note
   b) holders of goods until duty is paid on them
3. "stockbroker" means:
   a) an agent for buying and selling shares in a company
   b) a person who has money invested in a concern
   c) a stock-jobber who deals in stocks and shares

4. "a dividend" means:
a) a number to be divided by another
b) a share of profits, of money divided among creditors

XIV. Finish with a smile:

a) "I'm sorry I spoke so long", the speaker said to his bored audience at the end of a long talk, "but I don't have a watch to keep track of my time".

"Yeah", came a shout from the crowd, "but there's a calendar right behind you!"

b) Have you noticed that lots of lovers kiss with their eyes closed? Sometimes, unfortunately, they marry the same way.

c) University professor to colleague "I'view my son as a child of the universe... so far, no sign of intelligent life".

d) "The most popular labour-saving device is still a rich husband!"

e) Money still talks. It's what doctors hear when they listen through their stethoscope. Winning is nice but losing is a better teacher.

"I can't live on my husband's salary. I'd like to try his alimony."

"My ex wants me back... he could be after his money".

XV. Translate into English:

a) 1. Nu l-am văzut când a intrat în birou. 2. L-am văzut părăsind biroul și plecând la o ședință. 3.Vrea să i se explice totul imediat. 4. Îmi pare rău că te-am făcut să aștepți atât de mult. 5. L-am găsit analizând o nouă metodă de reducere a cheltuielilor. 6. L-am lăsat calculând profiturile și rata dobânzii. 7. Nu l-am auzit niciodată vorbind despre acestea. 8. Doreau o nouă metodă să fie introdusă imediat. 9. L-am auzit vorbind despre emiterea de noi acțiuni ale societății. 10. Nu te pot lăsa să faci singură toate aceste lucrări. 11. Nu mi-am imaginat că noile căi de obținere de capital vor fi atât de eficiente. 12. Deoarece s-au

plătit dividende preferențiale, s-au limitat profiturile. 13. Având acțiuni în societate, nu vor mai primi dividende până nu se vor plăti dobânzile.

b) 1. Fiecare întreprindere dorește să mențină un echilibru între aceste metode de obținere de capital nou. 2. Dacă nu se vor plăti dividendele, investitorii vor pierde interesul față de societate. 3. Aceste metode se folosesc de mult timp, probabil că societățile vor crea mereu alte căi de obținere de capital. 4. Pachetele de acțiuni comune/fără dividende sunt cele mai flexibile dintre toate tipurile de acțiuni dar numărul lor este limitat altfel își pierd valoarea. 5. Ca și tipărirea bancnotelor, emiterea unei cantități prea mari de pachete de acțiuni poate diminua valoarea lor sau a unității monetare.

UNIT 62

KEY POINTS TO REMEMBER

A business may be organized under anyone of several legal forms: a corporation, a partnership (two or more owners), or a proprietorship (a single owner). The entity concept applies regardless of the legal status.

Municipalities, hospitals, religious organizations, colleges, universities and other non-business organizations are also accounting entities. The accounting for non-business entities is similar.

In order to count as an asset in accounting an item must pass three tests: (1) it must be controlled, i.e. the entity must own the item;, (2) it must be valuable to the entity; (3) it must have been acquired at a measurable cost, e.g. if Garsden Co. bought a trademark from another company for $ 1 million, this trademark would be an asset. The Coca-Cola Co. developed the value of this name through its own efforts over many years; "Coke" is not an asset.

Current assets are cash and assets that are expected to be converted into cash or used up in the near future. Groceries on the shelves of the grocer's are current assets but the store building is not a current asset. Cash is money on hand and money in bank accounts that can be withdrawn anytime. Besides cash the other assets can be under securities which are stocks and bonds that give valuable rights to the entity that owns them. Treasury (Finance) promises to pay stated amounts of money to entities that own its bonds. Therefore marketable securities are those securities that are expected to be converted into cash within a year. The entity owns these securities so as to earn a return on funds that otherwise would be idle. Marketable securities are current assets.

Inventories are goods being held for sale, as well as supplies, raw materials and partially finished products that will be sold upon completion. For example, a truck owned by an automobile dealer for resale to its customers is inventory. A truck owned by an entity and used to carry its own goods is not inventory. Assets that are expected to be useful for longer than one year are called non-current assets. Such non-current assets can be tangible assets (they have substance: buildings, trucks, etc.) or intangible assets (they have no physical substance: investments which are securities). Equities consist of paid-in-capital and retained earnings. Paid-in-capital is that amount supplied by equity investors. So, Garsden Co. is a corporation and its owners receive shares of common stock labelled paid-in-capital. The other equity item shows the amount of equity that has been earned by the profitable operations of the company and that has been retained in the entity, hence the name retained earnings.

The amount by which equity increased as a result of operations during a period of time is called income of that period.

Taken by itself, the increase in retained earnings resulting from operations is called revenue.

Therefore the Income Statement reports revenues and expenses for the period and the difference between them which is income.

Revenue	$ 2,000
Expenses	$ 1,300
Income	$ 700

The terms profit/earnings, and income all have the same meaning. They all are the differences between revenues of an accounting period and the expenses period. The Income Statement may be called a flow and the balance sheet may be called status.

A balance sheet shows the financial position of a company at a particular time, such as the end of a financial year or the end of a quarter.

Colville International plc
Balance sheet (1) as at 31 December 1990

things of value owned by the company

ASSETS		£000	
Fixed assets			
Land		210	
Buildings		160	
Plant and machinery		90	
		Total fixed assets	460
Current assets			
Raw materials			
Work progress	Stocks	110	
Finished goods			
Debtors		45	
Cash in hand at bank		35	
		Total current assets	190
Current liabilities			
Creditors		40	
Bank overdraft		25	
Taxation		35	
		Total current liabilities	100
		Net current assets (working capital)	90
		Net assets	550
CAPITAL			
Share capital			
Ordinary shares		400	
Preference shares		100	
Reserves		50	
		Total	550

US: inventory

money owed to the company
US:'accounts receivable

amounts owed by the company
money owed by the company
US:'accounts payable'
money owed to a bank account

current assets less current liabilities
fixed assets plus net current assets

give a variable dividend
give a fixed dividend

total capital employed
should equal net assets

Note:

1. This is the normal layout of a modern balance sheet. The balance sheet can also be arranged:

CAPITAL LIABILITIES	ASSETS
Total	Total

or

CAPITAL	
	Total
ASSETS	
	Total

The Profit and Loss Account

A profit and loss account shows the income and expenditure of a company over a particular period balanced to show the pretax profit (or loss) made by the company:

CRANBOURNE LIMITED

Profit and Loss Account
Year ending 31 December 1990

	£000	£000	£000
Sales income		853	
Cost of sales			
Materials	340		
Labour	300		
		640	
Gross margin (profit)			213
Expenses			
Salaries	30		
Distribution	30		
Advertising	18		
Administration	25		
Financial charges	15		
Rent and rates			
Heat Overheads	35		
Light			
Depreciation	10		
		163	
Profit before tax			50

VOCABULARY

business ['biznis] s. - afacere, afaceri

corporation [kɔ:pə'rei∫n] s. - societate (pe acțiuni), corporație

partnership ['pa:tnə∫ip] s. - asociație, societate

owner [ounə] s. - proprietar

proprietorship [prə'praitə∫ip] s. - calitate de proprietar

entity ['entiti] s. - entitate, unitate

accounting [ə'kauntiŋ] s. - contabilitate, calcul

item ['aitəm] s. - articol (inclus într-o listă, într-o enumerare)

to acquire, ed. ed [ə'kwaiə] v. - a achiziționa, a dobândi, a căpăta

cash [kæʃ] s. - numerar

securities [si'kjuəritiz] s. - titluri de valoare

return [ri'tə:n] s. - venit, câștig, beneficiu, intrări (provenite din vânzări)

resale ['riseil] s. - revânzare

equity ['ekuiti] s. - capital investit care produce dobândă

to label, ed, ed ['leibəl] v. - a eticheta

labelled ['leibəld] adj. - desemnat, etichetat

hence [hens] adv. - de aici, deci, prin urmare

income ['inkəm] s. - venit

revenue ['revinju:] s. - venit (mare)

expense [iks'pens] s. - cheltuială

status ['teitəs] s. - situație contabilă, statut (legal)

object ['ɔbdʒikt] s. - obiect; scop, țintă

promotion [prə'mouʃn] s. - promovare

to grant, ed, ed [gra:nt] v. - a dona, a da, a acorda

grant [gra:nt] s. - donație, subvenție, dar

lecture ['lektʃə] s. - conferință, prelegere

monograph ['monəgra:f] s. - monografie

legal form - formă legală

regardless of - indiferent de

legal status - statut legal; situație legală

non-business organization - organizație nelucrativă

accounting entity - entitate cu evidență contabilă

to pass a test - a trece un examen, o probă

measurable cost - cost cu valoare determinată

trademark - marca fabricii sau a comerciantului

current asset - activ ce poate fi transformat în bani și care include bani lichizi, sumele de încasat, inventarele și titlurile de valoare vandabile

to convert into - a transforma în

to use up - a epuiza

store building - localul magazinului

on hand - la îndemână, disponibil

bank account - cont în bancă

marketable securities - titluri de valoare ce pot fi vândute pe piață

to be idle - a fi neproductiv

for sale - de vânzare

partially finished product - produs semifinit

non-current asset - activ cu o durată de peste un an

common stock - acțiuni obișnuite care nu produc dividende

income statement - situația veniturilor

balance sheet - bilanț (contabil)

VOCABULARY PRACTICE

Answer the following questions using the additional words below.

1. ***What is Accounting?***

Accounting includes: (i) Bookeeping which is a systematic recording sorting, and summarizing of events in terms of money.
(ii) Analysis and interpretation of financial data.

2. ***What events affect the financial condition of a company?***

Such events are called "business transactions":

- sale of merchandise
- payment of debt
- purchase of supplies

3. ***What papers prove that the transaction took place?***

- invoice (commercial, consular)
- receipts
- payrolls etc.

4. ***What is the way taken by the business transaction?***

Each day any business transaction is entered in:

- the General Journal (a chronological record)
- then posted to the Ledger (each page is concerned with one and only one account)
- then a 8-column Worksheet is prepared (to verify balances in the Ledger)
- periodically an interim summary is prepared called a Trial Balance

5. ***What other financial documents must any company prepare?***

Besides Balance Sheet there are:

- The Income Statement (reporting the changes in the financial condition of the Co).
- Profit and Loss Account (shows the income and expenditure of a company over a particular period.
- The Cash Flow Statement (shows changes in the cash account during the accounting period).

GRAMMAR

THE CONJUNCTION

Conjuncţiile sunt cuvinte de legătură care leagă cuvinte, grupuri de cuvinte sau propoziţii cu acelaşi rol sintactic în frază.

Rules	Examples
I. Din punct de vedere al formei conjuncţiile pot fi:	
1. Simple: ***and***, ***or***, ***if***, ***that***, ***since***, ***why***, ***but***, etc.	He knows ***that*** you'll do that. - Ştie că vei face aceasta. ***Since*** you told me to come, I came earlier. - Deoarece mi-ai spus să vin am venit mai devreme.

Rules	Examples
2. Compuse: ***although***, ***otherwise***, ***however***, ***therefore***, ***notwithstanding***, ***besides***, etc.	We shall ***therefore*** give you all the explanations. - Vă vom da deci toate explicațiile. ***Although*** she is very busy, she will help me with my translation. - Deși este foarte ocupată ea mă va ajuta la traducere.
3. Complexe: ***as if***, ***as though***, ***as soon as***, ***as long as***, ***so that***, ***even if***, etc.	***As soon as*** he leaves I shall lock the door. - De îndată ce va pleca voi încuia ușa. He speaks ***as if*** he were ill. - Vorbește ca și cum ar fi bolnav.
4. Locuțiuni conjuncționale: ***in case that***, ***in the event of***, ***provided that***, ***on condition that***, ***in order that***, etc.	***No matter how*** far the town is, we shall keep on driving. - Oricât de departe este orașul vom continua drumul cu mașina. I shall ring him up ***provided that*** he were at home. - Îi voi telefona cu condiția să fie acasă.
5. Corelative: ***either ... or***; ***neither ... nor***; ***no sooner ... than***; ***not so ... as***; ***not only ... but also***; ***whether ... or***; ***though ... yet***, etc.	We shall walk ***either*** to the storage lake or to the thermal power station. - Vom merge sau la lacul de acumulare sau la termocentrală. I like ***neither*** winter ***nor*** summer time. - Mie nu îmi place nici iarna nici vara.
II. Din punct de vedere al funcției lor conjuncțiile pot fi: 1. ***Conjuncții coordonatoare***: a) copulative: ***and***, ***besides***, ***as well as***, ***both ... and***, ***but***, ***also***, etc.	The day was ***both*** cold ***and*** wind. - Ziua a fost rece și cu vânt. I bought a book ***and*** a new bag. - Am cumpărat o carte și o geantă nouă.
b) adversative: ***but***, ***but then***, ***whereas***, ***while***, ***still***, etc.	They tried to understand him, ***but*** they failed. - Au încercat să-l înțeleagă dar n-au reușit. We have ***however*** forgotten to turn on the radio. - Am uitat totuși să deschidem radioul.
c) disjunctive: ***either ... or***, ***or***, ***otherwise***, ***else***, etc.	Hurry to the English class, ***or*** else you'll miss it. - Grăbește-te la ora de engleză, altfel o vei pierde. I had to leave, ***otherwise*** I should have been late. - Trebuia să mă grăbesc altfel aș fi întârziat.

Rules	Examples
d) cazual-consecutive: ***for***, ***therefore***, ***consequently***, ***accordingly***, ***that is why***, etc.	We have to prepare ***for*** our coming session. - Trebuie să ne pregătim pentru sesiunea care vine. They were leaving for the seaside and so they packed ***accordingly***. - Plecau la mare și au împachetat în consecință/ca atare.
2. Conjuncții subordonatoare: a) de timp: ***when***, ***after***, ***so far***, ***whenever***, ***as soon as***, ***as long as***, etc.	I shall sing ***as long as*** I live. - Voi cânta atât timp cât voi trăi.
b) de loc: ***wherever***, ***where***, ***whence***, ***as far as***, etc.	We are back ***where*** we started. - Suntem din nou înapoi de unde am pornit.
c) de mod: ***as if***, ***as though***, ***as far as***, etc.	They walked ***as if*** they were not tired. - Mergeau ca și cum nu erau obosiți.
d) de cauză: ***for***, ***because***, ***as since***, etc.	We could read no more ***because*** we were tired. - N-am mai putut citi pentru că eram obosiți.
e) de scop: ***so that***, ***in order that***, ***for fear***, ***lest***, ***so as***, etc.	He feared ***lest*** they should have a car accident. - Îi era teamă ca ei să nu aibă un accident de mașină.
f) comparative: ***than***, ***as if***, ***as ... as***, ***not so ... as***, etc.	The exercise was easier ***than*** we have expected. - Exercițiul a fost mai ușor decât ne așteptam.
g) concesive: ***although***, ***in spite of***, ***even if***, etc.	I kept on talking ***even if*** he asked me not to do it. - Am continuat să vorbesc chiar dacă el mi-a cerut să nu mai vorbesc.
h) consecutive: ***so that***, ***such ... that***, ***that***, etc.	At last they read loudly ***so that*** we could hear them. - În sfârșit au citit cu voce tare ca să auzim.
i) condiționale: ***if***, ***unless***, ***supposing***, ***provided***, ***in case***, ***on condition***, etc.	I should not do it ***unless*** you asked me to do it. - N-aș face-o, dacă tu nu mi-ai cere s-o fac.
j) subiective: ***that***, ***as***, ***whether***, etc.	***Whether*** she was right is not clear yet. - Dacă a avut dreptate nu e clar încă.
k) predicative: ***that***, ***if***, ***whether***, ***as if***, etc.	The problem is ***whether*** they shall leave or not. - Problema este dacă vor pleca sau nu.
l) completive: ***that***, ***if***, ***whether***, ***when***, ***why***, etc.	I don't know ***if*** he will come. - Nu știu dacă va veni.
m) atributive: ***that***, ***as if***, etc.	The man ***that*** knocked at the door is my uncle. - Bărbatul care a bătut la ușă este unchiul meu.

CONNECTIVES

(Conjunctions, conjunctive phrases, adverbs, pronouns)

A. ***Coordinating***:	
1. ***Copulative***:	
și, iar,	- and
precum și	- as well as
atât .. cât și	- both ... and
nu numai ...	... and... alike
ci și ...	... and ... as well
nu... nici	- not only ... but also
nici... nici	- not ... nor
	- neither ... nor
2. ***Disjunctive***:	
sau, ori	- or
sau... sau	- either ... or
3. ***Adversative***:	
ci	- but, only, on the contrary
iar	- and, while
însă	however, on the other hand
dar	but
numai că	- only
doar că	
4. ***Conclusive***:	
deci, așadar	- so, accordingly, consequently, hence
prin urmare,	- therefore, that's why
de aceea	
B. ***Subordinating***:	
1. ***Relative***:	
unde	- where
când	- when
cum	- how
de ce	- why
care	- who, which, that
ce	- what
care să nu	- but + indicative
ceea ce	- which, what
astfel... care	- such ... as

2. ***Objective***:	
cât de	- how + adjective, adverb
că	- that + indicative
(ca) să	- that + should, may, might
cum	- how
dacă	- if, whether
unde	- where
3. ***Adverbial***:	
a) ***of time***:	
când	- when
ca	- when, that
de când	- since
până când,	- till, until
până să	
pe când,	- while, as
în timp ce	
îndată ce	- as soon as
cât timp	- as long as
înainte ca	- before
după ce	- after
de câte ori	- whenever, as often as
acum ... când	- now ... that
abia că	- no sooner .. than, hardly ... when
b) ***of manner***:	
cum, așa cum,	
după cum	- as
după cât	- according as, according to
pe cât	- as far as, as much as
atât... cât	- as ... as
nu atât... cât	- not so ... as
decât	- than
în măsura în care	- in so far as
ca și cum, ca și când	- as if, as though + past tense
c) ***of reason***:	
că, fiindcă	
deoarece	- because, since, as, seeing that
căci	- as, for
din moment ce	- since

d) ***of result***:	
(ca) să	- that + should, may, might
că	- that + indicative
de	- so ... that + indicative
atât ... încât	
așa încât...	- so
așa de ... încât	- such ... that + indicative
e) ***of purpose***:	
ca să	- to, in order to, so as so + that, in order
pentru a ...	that, so that
ca nu cumva	- lest + should + infinitive
să...	- for fear + should + infinitive
f) ***of condition***:	
dacă	- if, provided that, supposing that, on condition that
dacă nu	- but for, without unless
numai să de	- if only
g) ***of concession***:	
deși,	- although, though
cu toate că	- although, even if, even thogh, in spite of,
măcar că	the fact that
(chiar) de	- (even) if, (even) though + subjunctive
oricât de	- however + adjective adv. whatever
cât, cum	- adjective, adverb + as (+ pronoun + verb)

EXERCISES

I. Answer the questions:

1. Under what legal forms can a business be organized? 2. Which are the three tests an item must pass in order to count as an asset? 3. What does cash consist of? 4. Can you name a few assets under securities? 5. What are current assets? 6. What do we understand by an inventory? 7. What is the advantage of non-current assets? 8. How do you distinguish between tangible and intangible assets? 9. What is the difference between paid-in-capital and retained earnings? 10. What are the similarities and differences between income, revenue, profit and earnings? 11. Discuss the Balance Sheet with its all elements. 12. What are the essentials of a Profit and Loss Account?

II. Give synonyms for:

owner, item, amount, income, source, grant, valuable, to carry, to set up, to put into effect, to render services, as a result of, regardless of, in accordance with, to record, information, to pay a debt.

III. Ask as many questions as possible:

1. The Cash Flow Statement explains changes that have occurred in the cash account during the accounting period. 2. The financial statements do not tell the whole story about an entity because they report only past events, do not report market values and are based on judgements and estimates.

IV. Explain in English:

owner, trade mark, grant, profitable, raw material, moderate, partially finished products, non-profit organization, return, revenue, overheads, liabilities.

V. Give nouns derived:

a) from the following verbs:

- to organize
- to acquire
- to withdraw
- to convert
- to sell
- to promote
- to apply
- to expect
- to endow
- to earn
- to establish
- to require

b) from the following adjectives:

- valuable
- useful
- profitable
- ecological
- moderate
- marketable
- long
- different
- autonomous

VI. Fill in the blanks with prepositions:

1. A business may be organized ... several legal forms. 2. Marketable securities are those securities that are expected to be converted ... cash ... a year. 3. Paid-in-capital is that amount supplied ... equity investors. 4. The total amount supplied ... equity investors is called Total Paid-in-Capital. 5. The amount ... earnings that has not been paid to equity investors is retained ... the entity and therefore is called Retained Earnings. 6. The two sources ... equity funds are: (1) the amount provided ... equity investors and (2) the amount retained ... profits. 7. Creditors have a claim ... the assets. 8. A Balance Sheet gives information ... an entity; it reports the financial position ... the entity as ...one moment ... .

VII. Select the correct word from those in brackets:

1. The Bank of England limits outstanding (unpaid, easily noticed, well-known) positions at the London Foreign Exchange. 2. This control has never prevented the involvment (support, participation, spontaneity) in world money operations. 3. They fix (put in order, settle, justify) the international conversion value of one currency against another. 4. The

factors that affect (cause a change, increase, decrease) exchange rates mostly are speculation, interest rates and the balance of payments. 5. The EEC is bent (opposed to, determined to, indifferent to) on removing fluctuations between the currencies.

VIII. Point out subject and predicative clauses and the connectives they are introduced by:

1. Whatever he thought ofher would not change his mind. 2. What she says is that she never dreamed to go to that place. 3. What awakened him was the engine whistling. 4. It is very strange that I don't get my book back. 5. The question is whether we keep it or not. 6. That was what she did.

IX. Practise the use of the object clause:

A. I wonder I am interested to know	if whether	she is better today she knows about it you have seen the article they were at home he will come
B. He says	that	he is very busy the energy consumption is to be restricted

X. Use correlative conjunctions:

Model: I like neither tea, nor coffee.
I don't like tea; neither do I coffee.
I don't like tea and I don't like cofee, either.
I like either tea or coffee.

1. He speaks ... English ... French. 2. The book was ... interesting ... attractive. 3. This Saturday afternoon I shall go ... to a movie ... to see an exhibition. 4. I missed ... the newsreel ... beginning of the feature film. 5. He will decide ... for the mountains ... for the sea-side.

XI. Supply "if" or "unless":

1. You won't reach the station in time ... you drive. 2. ... I am mistaken he was my former manager. 3. ... you decide to leave you should let us know. 4. She will fail ... she asks me to help her. 5. They will not come ... you insist. 6. ... I were not sure I should not advise you. 7. I won't deposit with this bank ... I know the rate of interest.

XII. Insert the appropriate conjunctions:

and, but, or, nor, both ... and, so that, for, as well as, not only ... but also, neither ... nor, either ... or.

1. We decided to do our work separately ... discuss each other's part when it was ready. 2. He did not understand anything of what was going on around him ... did he try to. 3. I

couldn't find an answer to my question ... in this book .... in the other one. 4. Much was said ... in favour of ... against the project. 5. It was late, ... everybody felt tired.

XIII. Here is the accounting cycle. Number the stages from 1 to 6 to show their proper order of occurence.

a) entry into the Journal
b) business transactions
c) preparing a Trial Balance
d) posting to the Ledger
e) determining the account balance
f) preparing the Balance Sheet

XIV. Match the following definitions in list A to the words in list B.

A	B
a) profit or income from money invested (ROI)	1. revenue
b) amount of interest or dividend produced by an investment	2. reversal
c) money received as sales, commission etc.	3. rate of return
d) change from being profitable to unprofitable	4. return
e) amounts owed by the company	5. overheads
f) costs of the day-to-day running of a business	6. current liabilities
g) Shares that give a fixed dividend	7. ordinary shares
h) Shares that give a variable dividend	8. preference shares

XV. Choose the correct connectives, only where requested.

We saw the actor • as • like the hero of a television play.

We imagined London • like • as much smaller.

That sounded • like • as a gun!

• Like • As a boy he went to a good school.

Tom looks very much • like • as his brother.

That hotel looks • as • as if it's very expensive.

She described her friend • like • as tall.

I bought this • as • for a present • as • for my wife.

He told the story • as • like a joke, but it turned out to be true.

She works • like a typist.
• as

It smells • like bad meat.
• as

This meat tastes • as if it's been cooked too much.
• as

He's known • like a writer.
• as

Let's use this box • as a table.
• like

She works as if she were a servant. • She works like a servant.
• She works as a servant.

He's a doctor. • He advises people like a doctor.
• He advises people as a doctor.

He's an Englishman. • As an Englishman, he likes dogs.
• Like an Englishman, he likes dogs.

He isn't a soldier, but he fights as if he were one. • He fights as a soldier.
• He fights like a soldier.

	—	like	as if	
This machine looks	•	•	•	a drum.
The car sounds	•	•	•	it's going to break down.
This meat tastes	•	•	•	bad.
Your father looks	•	•	•	very tired.
This room feels	•	•	•	cold.
My sister looks	•	•	•	a film-star.
This drink smells	•	•	•	it's very strong.
My watch looks	•	•	•	it's broken.
When he sings, he sounds	•	•	•	an opera singer.
He swims	•	•	•	a fish.
This book looks	•	•	•	it might be interesting.
You sound	•	•	•	bored.
He behaves	•	•	•	he hates everyone.
They talk	•	•	•	they know him well.
You're behaving	•	•	•	a school boy.
He seems	•	•	•	very frightened.
He speaks English	•	•	•	an American.

XVI. Translate into English:

a) 1. Toată lumea se simţea obosită fiindcă era târziu. 2. Deoarece era ora prânzului ne grăbeam să mergem acasă. 3. Dacă maşina s-a stricat vom merge cu trenul. 4. Din moment ce nu l-am văzut se pare că este plecat. 5. Cu cât merge mai repede cu atât oboseşte mai mult. 6. În măsura în care ne interesează o să participăm la simpozion. 7. Chiar dacă mi-ar cere cartea tot nu i-aş da-o. 8. Oricât de interesant ar fi filmul nu pot să-l văd săptămâna aceasta.

b) 1. Contabilitatea este un limbaj. 2. Scopul oricărui limbaj este să furnizeze informaţii. 3. Informaţiile contabile sunt cuprinse în rapoarte care se întocmesc pentru orice organizaţie sau altă entitate. 4. Bilanţul are două coloane: coloana din stânga poartă titlul "venituri" iar cea din dreapta "cheltuieli". 5. Pentru a funcţiona, o întreprindere are nevoie de mijloace financiare, de utilaje şi de alte resurse. 6. Inventarul companiei cuprinde mărfuri, materii prime, produse semifabricate şi alte furnituri oferite spre vânzare. 7. Compania intenţionează să deschidă filiale în străinătate. 8. Deoarece organizaţia este nelucrativă fondurile cu care operează provin din contribuţii şi donaţii. 9. Oricât de bine aş şti elementele unui bilanţ tot trebuie să fiu atent când îl citesc. 10. În măsura în care te interesează să faci afaceri cu firma noastră îţi pot da câteva elemente cum ar fi cifra de afaceri, profitul net şi venitul pe investiţii.

UNIT 63

STOCK EXCHANGE

The Stock Exchange is a market in which securities are bought and sold. There are Stock Exchanges in most central cities of the world such as: in the City of London; New York Stock Exchange which is located in New York and is known as Wall Street; Tokyo Stock Exchange; etc. Continental European Exchanges are often referred to as Bourses. The economic importance of Stock Exchanges is that they facilitate saving and investments, first, though making it possible for investors to dispose of securities quickly if they wish to do so, secondly in channelling savings into productive investments.

The New York Stock Exchange (NYSE) dates back to 1792 when a group of stockbrokers gathered on Wall Street in New York City to make rules about how buying and selling was to be done. The NYSE, housed in a large building on Wall Street, does the bulk of trading in listed securities. On the trading floor more than 2,000 common and preferred stocks are traded.

Ready marketability requires that new issues should be made or backed by reputable borrowers or institutions, that information should be fair and available on existing securities and that shares should have both a legal framework and market rules to prevent fraud and sharp practice.

Stock Exchanges have their own rules and conventions depending also on the existence of company and other laws and financial intermediaries such as Issuing Houses.

The British Stock Exchange (BSE) was founded in 1773, developed from informal exchanges in a coffee house (they were about three) in the City of London. Now it is managed by a Council of Members. There are some 3,500 members who alone may deal or even enter the floor of the Exchange.

Stockbrokers act as agents for the public and buy from and sell to jobbers. Members are formed into a declining number of companies and there are now only 192 broking firms but 91 jobbing firms on the London Stock Exchange.

Business is entirely conducted by word of mouth and although jobbers and brokers keep their own registers and may record details of any "bargain" (so a transaction at the Stock Exchange is called) on the official lists, they are not obliged to do so. Even these days there are no official statictics of the volume of bargains, although prices at the Stock Exchanges are widely available in the press. The market value of the securities quoted on the Exchange is about £120 billion, of which rather more than half are foreign securities.

Index numbers indicating changes in the average prices of shares on the Stock Exchange are called share indices. The indices are constructed by taking a selection of shares and "weighing" the percentage changes in prices together as an indication of aggregate movement in share prices.

Roughly speaking, a share index shows percentage changes in the market value of the shares.

Financial Times newspaper publishes daily a series of price indices for: Government securities (1926 = 100); fixed interest securities (1928 = 100); gold mine securities (1955 = 100) and industrial ordinary shares (1935 = 100). For ordinary shares earnings, yield and price-ratio averages are also given. There is also an index of Stock Exchange activity which measures changes in the number of dealings (1942 = 100).

A maxim which should be followed by all investors is "buy at the bottom and sell at the top". Prices of all stocks fluctuate from time to time, and the art of speculation is to buy securities at the best time. It is not as easy as it sounds for two reasons. First, it is as difficult to know when share prices have finished falling as it is to know when they have reached their peak. Second, the maxim assumes that the specularor is in a position to take the necessary action. For example, funds may not be available for a purchase at the vital moment.

The Stock Exchange is a highly sensitive market and stock prices fluctuate in response to a wide variety of pressures. Speculators should always be looking to the future and attempting to anticipate events. For example, businesses are interdependent to a large extent and will be affected by the general economic climate. Orders for ships lead to orders for steel which in turn leads to money in the pocket of shipbuilders and steelworkers to buy television sets and carpets. Conversely, the closing of a motor assembly plant causes a fall in the sale of beer which increases the number of redundancies, this time in the breweries.

All these things will affect the price of shares on the Stock Exchange.

"I guess we're in for a pretty boring future."

Jack I say, Johnny, as an expert in money expert market dealings, you must surely be able to help me out of a dilemma.

John What's your problem, Jack?

Jack I am about to make a transaction that will yield a rather important amount of foreign exchange.

John Good for you! What is it you want to know?

Jack I'm right now preparing the contract and I'm at a loss to decide whether payment should be made in effective currency, which I'd rather prefer, or in currency in bank account.

John I see. It depends on the currency your customer intends to pay for your consignment. If it is in dollars I would advise against cash payment, as this currency is currently undergoing sharp fluctuations.

Jack No, my partner is located in Zürich and he will effect payment in Swiss Franks.

John Then you needn't worry getting the payments in effective currency. The Swiss Frank is firm and stable on the international market so you'll be on the safe side as far as its conversion value goes.

Jack Thank you, Johnny. I'll follow your advice and cash in the amount in Swiss Franks. If there's a last minute change do let me know, it's important to me.

John I certainly will, although the odds are against such a development.

VOCABULARY

to save, ed, ed [seiv] v. - a economisi, a salva

saving ['seiviŋ] s. - economie

savings bank ['seiviŋz bænk] s. - casă de economii

investor [in'vestə] s. - investitor

to channel, ed, ed ['tʃænl] v. - a canaliza, a orienta

issue ['isju:] s. - emisiune

backed [bækd] adj. - susţinut, sprijinit

reputable ['repjutəbl] adj. - renumit, de renume, reputabil

available [ə'veiləbl] adj. - disponibil, utilizabil

shares ['ʃeəz] s. - acţiuni, titluri de valoare

maxim [mæksim] s. - maximă

speculation [spekju'leiʃən] s. - speculaţie

shipbuilder [ʃip'bildə] s. - constructor de nave

conversely [kən'və:sli] adj. - în mod invers

consignment [kən'sainmənt] s. - transport, încărcătură

brewery ['bruəri] s. - fabrică de bere

framework ['freimwə:k] s. - cadru

intermadiary [intə:'midjəri] s. - intermediar legal sau financial

informal [in'fɔ:məl] adj. - neoficial, neacceptat oficial

jobber ['dʒɔbə] s. - agent de bursă cu activitate de misit, intermediar, curtier

to record, ed, ed [ri'kɔ:d] v. - a înregistra, a înscrie

bargain ['ba:gin] s. - tranzacţie, afacere

bulk [bʌlk] s. - majoritate, mulţime, volum

dealing ['di:liŋ] s. - tranzacţie, afacere

dilemma [di:'lemə] s. - dilemă

to yield, ed, ed [ji:ld] v. - a produce, a da, a avea drept rezultat

sensitive ['sensitiv] adj. - sensibil

Stock Exchange - Bursă de Valori

ready marketability - comercializare uşoară, imediată

sharp practice - şarlatanie

shark practice - practica dominaţiei

Issuing House - bancă emitentă
informal exchange - schimb neoficial
jobbing house - firmă de misiție, de curtaj
stock broker - agent de schimb la bursă
by word of mouth - oral, prin viu grai
to be about to - a fi pe punctul de a
foreign exchange - devize
to be at a loss - a fi în încurcătură
bank account - cont în bancă
cash payment - plata în numerar (cu bani gheață)
to be on the safe side - a fi în siguranță
to cash in - a încasa
to buy at the bottom - a cumpăra ieftin

VOCABULARY PRACTICE

Answer the following questions using the additional words below:

1. ***To what kinds of rates may we refer in economic activities?***

- rate of exchange
- rate of increase
- rate of growth
- rate of profit
- rate of return
- rate of utilization of manufacturing capacity

2. ***Can you operate with types of prices other than:***

- consumer price
- market price
- price cutting
- price-hike (amer.)
- price rise
- bottom price
- current price
- overhead price
- price-fixing agreement
- price increase
- top price

3. ***From among the securities mentioned below what would you select?***

- debenture stocks
- guaranteed stocks
- deferred shares
- bearer bonds
- sinking fund bonds
- fed funds
- guarantee stocks
- preference stocks
- preferred shares
- debenture bonds
- serial bonds

GRAMMAR

ADVERBIAL CLAUSES

Rules	Examples
I. Propoziția circumstanțială ***de timp*** se introduce prin conjuncțiile ***when, while, whenever, till, as, as soon as, directly, as long as, since, after, before, now that.***	a) ***After he had opened the door***, he ran outside. - După ce a deschis ușa a alergat afară. b) ***When advanced technologies are introduced*** the quality of the products can be easily raised. - După ce se introduc tehnologii avansate calitatea produselor poate fi îmbunătățită cu ușurință.
II. Propozițiile circumstanțiale ***de loc*** se introduc prin: ***where, wherever.***	The goods may be paid for ***where they are bought.*** - Mărfurile pot fi plătite acolo unde sunt cumpărate.
III. Propoziția circumstanțială ***de cauză*** se introduce prin: ***because, as, since, seeing that, on the ground that, for the reason that, considering that.***	a) He bought a TV ***set because he didn't have one of his*** own. - A cumpărat un televizor deoarece nu avea unul al său. b) ***Since they had*** no raw materials they had to order in some. - Deoarece nu aveau materii prime au trebuit să comande să li se aducă.
IV. Propoziția circumstanțială ***concesivă*** introdusă prin: ***though, although, no matter how, even if, however, whatever, whichever, notwithstanding that, in spite of the fact that, despite that.***	***Although we are ready to make some new adjustments we have to*** work better. - Deși suntem dispuși să facem unele adaptări trebuie să muncim mai bine.
V. Propoziția circumstanțială ***consecutivă*** ***so that, so... that.***	The products in question were so badly finished, ***that we had to replace them.*** Produsele în discuție erau atât de slab finisate încât a trebuit să le înlocuim.
VI. Propoziția circumstanțială ***de mod*** introdusă prin: ***as.***	They wrote ***as they were told to.*** - Au scris așa cum li s-a spus.
VII. Propoziția circumstanțială ***comparativă***: ***as..., so..., than..., as if, as though.***	The factory was larger ***than I had imagined.*** - Fabrica era mai mare decât mi-am imaginat.

THE CAUSATIVE VERBS

Causative verbs	Examples
a) ***Have*** - se folosește când altcineva decât subiectul propoziției face acțiunea.	They ***had*** the mechanic repair the machine. - S-a cerut mecanicului să repare mașina.
b) ***Make*** - exprimă folosirea forței fizice sau determinarea cuiva să facă acțiunea.	We ***made*** them check these electrical appliances. - I-am pus să verifice aceste aparate electrice.
c) ***Get*** - exprimă o convingere.	They ***got*** the company agent to export the goods. - L-au convins pe reprezentantul firmei să exporte marfa.

I He/she Tom We/they Our friends	'd like wanted saw	the suit a watch some trousers a necklace a vase	cleaned. made. sent. delivered. repaired.

He/she Peter My wife	's having 's had had	some clothes a watch a radio a pipe a carpet	made. repaired. cleaned. sent. delivered.
We /they Tom and Linda The young couple	are having have had had		

He/she Peter My wife	's getting 's got got	a man Mike a friend my father a student	to paint the kitchen. to build a wall. to repair the car. to cut the grass. to fetch some food. to clean the carpets. to type some letters.
We /they Tom and Linda The young couple	are getting have got got		

EXERCISES

I. Answer the questions:

1. What is a Stock Exchange? 2. What is the economic importance of Stock Exchanges? 3. What is the history of NYSE? 4. How is the bulk of trading carried out by the NYSE? 5. What are the requirements of ready marketability? 6. On what do the rules and

conventions of Stock Exchange depend? 7. What can you say about London Stock Exchange? 8. Who are those working for the stock Exchange? 9. What are stockbrokers and what are jobbers? 10. How is business conducted at the Stock Exchange? 11. What maxim should be followed by all investors? 12. Why is the Stock Exchange a highly sensitive market?

II. Give synonyms for:

existence, bargain, amount, housed, stable, reputable, quickly, widely, surely, to save, to wish, to require, to manage, to help, to dispose of, by word of mouth, maxim, to follow, to reach a peak, at the best time.

III. Fill in the blanks with articles:

1. ... Stock Exchange is ... market in which the securities are bought and sold. 2. ... economic importance of Stock Exchanges is that they facilitate saving and investment. 3. ... British Stock Exchange is managed by ... Council of Members. 4. Stockbrokers act as agents for ... public and buy from and sell to jobbers. 5. ... NYSE, housed in ... large building on Wall Street, does ... bulk of trading in listed securities. 6. Index numbers indicating changes in ... average prices of shares on ... Stock Exchange are called shares indices.

IV. Form words of the same root:

to secure, to exchange, to save, to invest, to practice, to exist, to manage, to deal, to rule, to sell, to pay, to advise.

V. Add the correct form of "there is" or "it is" to the following:

1. ... time to go there if you are ready. 2. ... a lot to be said on that. 3. ... a time when a market for their products was not a problem. 4. ... much to be said on the subject. 5. ... nearly time to leave. 6. ... all very well to improve the product line, but will you be able to sell? 7. ... very strange that they should both leave without coming to a conclusion. 8. ... fact that the need for foreign exchange has increased. 9. ... well known that Stock Exchanges have their own rules and conventions. 10. ... a time when the dollar didn't undergo such fluctuations.

VII. Ask as many questions as possible:

1. Ready marketability requires that new issues should be made or backed by reputable borrowers or institutions. 2. The British Stock Exchange is managed by a Council of Members. 3. Jobbers and brokers keep their own registers and may record details of any bargain. 4. Roughly speaking, a share index shows percentage changes in the market of the shares.

VIII. Add "under" to the following words and use them in sentences of your own:

rate, go, mine, sign, ground, line, take, valuation, estimate.

IX. Fill in the blanks with the missing words:

a) If shares do not carry voting power they are unlikely to increase in value as a result of a ... bid.

b) If a company's profits fall drastically the ... might change the board of ... at the next Annual General Meeting (AGM).

c) Ordinary stocks can be expected to provide a useful ... against inflation.

d) A company's board of directors is likely to retain ... of the company so long as they make reasonable profits.

The missing words: *shareholders* *hedge* *dividend* *directors* *profits* *take-over*

"You know that fellow Heatherington-Smythe you sacked last month? He's using his redundancy pay for a take-over bid".

X. Tick the box following the phrase which best completes each sentence:

1. If you own shares in a pharmaceutical company selling a wide variety of medicines, you will be pleased to hear
   - A. that the goverment is reducing its expenditure on the National Health Service. ☐
   - B. that the birth rate is falling. ☐
   - C. rumours that the company is to be taken over by an ever larger German competitor. ☐
2. If you decide to sell shares it is best to sell them when
   - A. prices have reached a record low. ☐
   - B. prices look as if they will not be going any higher. ☐
   - C. other people are also rushing to sell. ☐
3. If you own shares in a life insurance company with subsidiaries in the USA, it will be bad news to hear that
   - A. the value of hte dollar is falling in the foreign exchanges. ☐
   - B. that a new drug has been found to cure cancer. ☐
   - C. that the government is planning to spend more on the National Health Service. ☐

4. You have bought shares in a commercial bank in the expectation that the price of its shares will rise soon and you will be able to sell the shares at a profit. When the accounts for the year are produced you will be pleased to hear that it has
   A. increased its dividend. ☐
   B. increased its provision for bad debts. ☐
   C. reduced its costs. ☐
5. Prices of shares on the International Stock Exchange in London would be most likely to rise if
   A. the rate of tax on profits (corporation tax) was to increase by 2p in the £. ☐
   B. interest rates fell by 1%. ☐
   C. there was political unrest in the Middle East. ☐
6. The price of equities in a UK group which owns a number of hotels in Eastern Europe would increase if there was
   A. an enlargement of the European Community. ☐
   B. a break-up of the European Community. ☐
   C. a substantial increase in the price of oil. ☐
7. A speculator on the Stock Exchange buys some British Petroleum ordinaries. Which of the following items of news would be most welcome to him?
   A. The government increases the petrol tax. ☐
   B. The government places restrictions on the import of foreign cars. ☐
   C. Income tax is reduced by 2p in the £. ☐
8. One of the companies represented in your portfolio of securities has sent you notice of a general meeting at which it is proposed to elect three new directors to the board, none of whom is known to you. Which of the following is the most logical reason for staying away from the meeting?
   A. The company has sent you a proxy which will allow you to vote without attending the meeting. ☐
   B. Your stake in the shares is too small to justify the expense of the journey. ☐
   C. The new directors would have no effect on your stake in the company. ☐

XI. Fill in the blanks with "as", "because", "since", "whereas", "that", "seeing that", "on the ground that":

1. I didn't go the machine-tools exhibition ... I was tired. 2. ... their efforts have not been successful yet, they shall persist. 3. ... he never takes part in talks, how can he give a good answer in writing. 4. They rejected the goods ... the quality was inferior to that ordered. 5. We didn't say anything ... we were uncertain of the consequences. 6. ... there is little stability on the market I would recommend the Swiss Frank. 7. Stock Exchanges are considered important ... they facilitate saving and investments.

XII. Make up adverbial clauses using conjunctions given in brackets:

1. They had eaten breakfast. They began to work (before). 2. I had waited for you for an hour. I left (after). 3. He opened the door. His brother burst out (when). 4. I like to spend my leave. I can be with friends. 5. He was welcome. He went (wherever). 6. I'll stay here. He comes (until, till). 7. You answer. You did not know this rule (as if). 8. He played so well. Everybody admired him (that). 9. He works quickly. I do (as ... as). 10. It was only nine o'clock. There are few people in the street (though). 11. Don't believe him. He says (no matter what). 12. He went to the lecture early. He got a good seat (so that).

XIII. Write these sentences in another way. See the model.

Model A: Knowing his wife was in **bed**, he went in quietly.
Because he knew his **wife was** in **bed**, he went in quietly.

1. Hearing a noise, she went to look at **the baby**.
2. Living in London, he didn't travel **far for** work.
3. Thinking it was Saturday, he didn't **get** up.
4. Having a lot of money, they didn't need to work.
5. Liking antiques, she enjoyed working in the shop.
6. Being a student, he had very little money.
7. Being old they didn't go out much.

Model B: He dropped the book ***as a result of/while*** passing the TV.

1. He broke his leg, climbing a tree.
2. She went to sleep, playing cards.
3. I hurt my finger, opening the door.
4. I understood speculations, reading many books.
5. They learned English, listening into the radio.

XIV. It is not good English style to write* get *or* got *when another word can be used. Match the correct verb.

	fetched	received	became	arrived
1. The weather got better.	•	•	•	•
2. He got a lot of letters.	•	•	•	•
3. I got to the station too late.	•	•	•	•
4. I got some soap and washed.	•	•	•	•
5. The waiter got a good tip.	•	•	•	•
6. He got me the phone bill.	•	•	•	•
7. I got a phone call.	•	•	•	•
8. They went and got their coats.	•	•	•	•
9. The dinner got cold.	•	•	•	•

XV. Finish with a smile:

"Are you a real millionaire, or a tax loophole millionaire?"

XVI. Translate into English:

a) 1. A plecat mai devreme în ciuda faptului că i s-a spus să mai rămână. 2. Nu-ți schimba planurile indiferent ce ți s-ar spune. 3. S-a dus unde l-a trimis directorul. 4. Vă voi telefona de îndată ce mă voi întoarce. 5. Înainte de a citi telegrama a înțeles că era ceva urgent de făcut. 6. Lucra atât de repede încât abia îl puteam urmări. 7. Este mai bătrân decât arată. 8. Cartea nu este atât de intersantă cum crezi. 9. Deoarece cunoști aceste titluri de valoare bine, te rog descrie-le.

b) 1. Bursa din Londra numără 3500 de membri, singurii care au acces în clădirea băncii. 2. Activitățile de bursă se desfășoară în întregime prin viu grai. 3. Bursele oferă investitorilor posibilitatea să-și vândă rapid titlurile de valoare atunci când doresc aceasta. 4. Acțiunile trebuie să aibă un cadru legal pentru a preîntâmpina frauda și practicile ilegale. 5. Mecanismul ratei de schimb exercită o mare influență asupra politicii monetare. 6. Sarcina principală a unei bănci este să protejeze valuta națională. 7.Instabilitatea economică și financiară încurajează speculațiile la bursă.

c). Operațiuni diverse la bursele de valori.

Operațiuni speculative. Operațiuni în creștere (bull) care mizează pe creșterea cursului unei acțiuni. Dacă nu dispune de bani lichizi pentru a cumpăra o astfel de acțiune, el apelează la brokerul său care preia astfel de acțiuni.

Operațiuni în scădere (bear). Speculantul mizează pe scăderea cursului unei acțiuni.

UNIT 64

CHANNELS OF DISTRIBUTION

One method of classifying the commodities is to base the classification on the form taken by the goods, (i) whether they are in the form in which consummers wish to have them, (ii) whether they have not yet reached the final stage of production, (iii) whether they are not yet required by consumers at all.

When foods are in the form in which consumers want them they are known as consumers' goods and these things satisfy consumers' want directly. They can be further subdivided into foostuffs and manufactured goods.

All other commodities are producers' goods which consist of raw materials like wood and ore, semi-manufactured goods which have not yet reached the final stage of production, like yarn, and technical products like machinery and industrial equipment. Means of transport are also included in this category. All these things help to satisfy consumers' wants indirectly.

Direct sales to consumers. This is the oldest form of distribution and in many trades it remains the most important. Manufacturers in some sectors have run their own retail outlets. In some industries producers may sell directly to consumers through factory shops, farm shops, "pick-your-own" arrangemets at farms, by mail order or any other scheme.

After direct selling, ***markets*** represent the oldest form of trade from producer to consumer. Here we have in mind not the retail markets but those ***organized markets*** where traders in commodities (tin, copper, zinc and other metals, or bulk foodstuffs like tea, coffee, wheat and cocoa) make their deals.

What distinguishes commodities is that they tend to be sold on the basis of description according to their source rather than according to some brand name; such as "Sri Lankan tea".

A feature of many organized markets is the facility for dealing ***forward*** or in ***futures***.

These organized markets are wholesale markets. ***Wholesaling*** is "a breaking bulk" activity, i.e. involves purchasing goods in large quantities from the producer or importer and selling in smaller quantities to the retailer, or sometimes, to another wholesaler or dealer.

In some cases the manufacturer bypasses the wholesaler and deals directly with the retailer. This occurs particularly in the case of "branded goods", i.e. goods bearing manufacturers' trade marks, where goods are large and expensive and when the rate of turnover is slow, as with furniture, they, too, may go straight from the manufacturer to retailer.

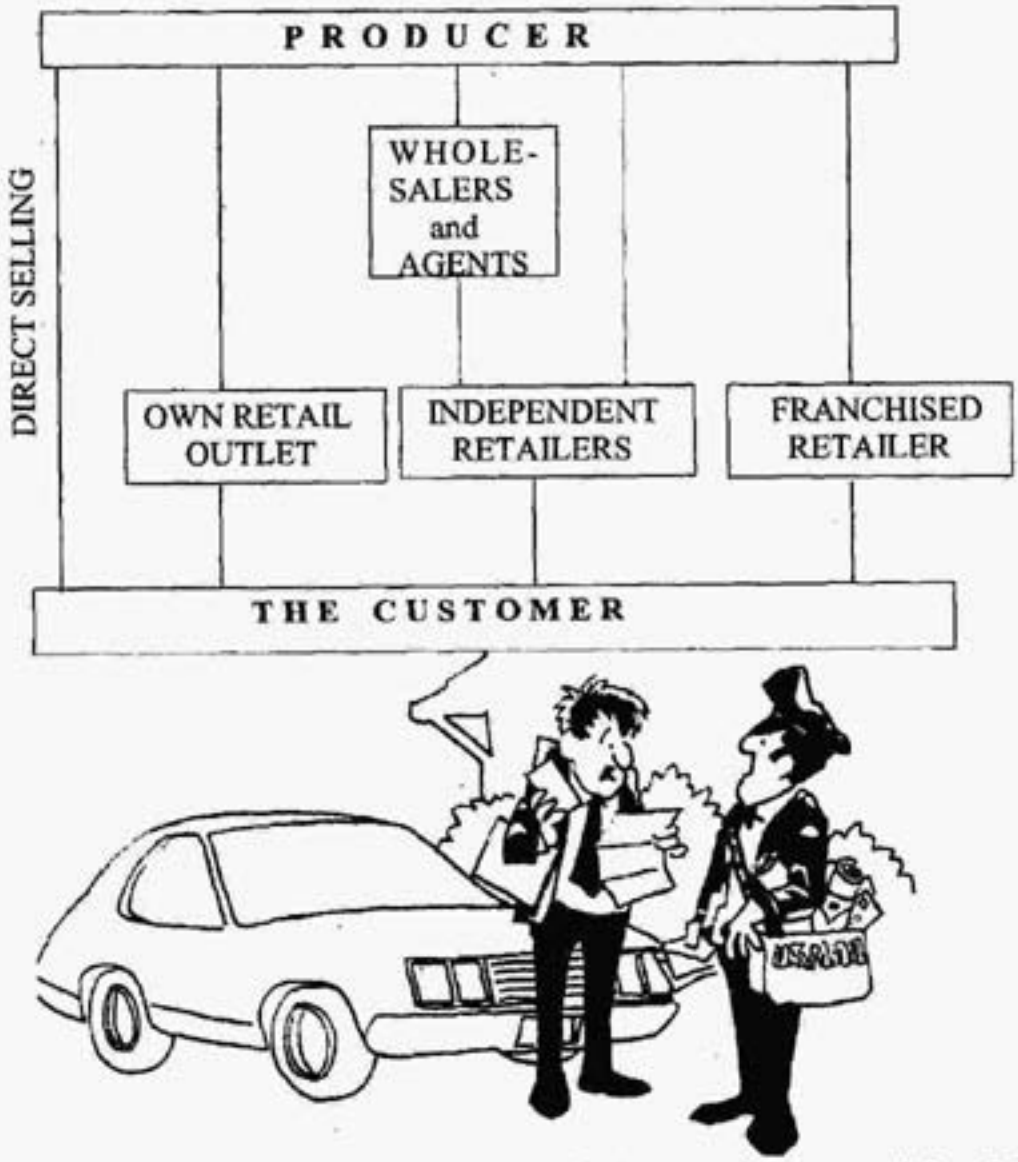
Trade is therefore the basic commercial activity, it can be divided into home trade dealing with the distribution of commodities within a country, and foreign trade dealing with the

import and export trade. The ***Import Trade*** deals with the collection of commodities from abroad for distribution by home dealers. The ***Export Trade*** deals with the sending to countries abroad of commodities produced or collected in the home country.

But ***Commerce*** includes much more than trade. It embraces certain services vital to the carrying on of trade. ***Banking*** and ***Finance*** assist commerce by providing businessmen with the required means of payment. ***Transportation*** helps to transfer the goods from one place to another. ***Warehousing*** is another service necessary for storing the goods from one place to another. ***Insurance*** relieves those engaged in business of many of the risks associated with the movement and holding of stocks of goods.

The four kinds of trade, together with transport, banking and insurance, form the main branches of commerce.

CHANNELS OF DISTRIBUTIONS



"Repair bill, gas credit card, insurance premium - this car gets more mail than I do."

VOCABULARY

to classify ['klæsifai] v. - a clasifica

stage ['steidʒ] s. - (aici) fază, etapă

yarn [ja:n] s. - fir

machinery [mə'ʃi:nəri] s. - mașini

wholesaler ['houlseilə] s. - angrosist

retailer [ri'teilə] s. - detailist

suitable ['sju:təbl] adj. - potrivit, corespunzător

to occur [ə'kə:] v. - a se întâmpla, a surveni

particulatly [pə'tikjuləli] adv. - mai ales

brand [brænd] s. - marcă de calitate

turnover ['tə:nouvə] s. - cifră de afaceri

manufacturer [mænju'fæktʃərə] s. - producător

collection [kə'lekʃən] s. - preluare, strângere, colecționare

to embrace [im'breis] v. - a cuprinde

to assist [ə'sist] v. - a ajuta

to provide [prə'vaid] v. - a asigura

outlet ['autlet] s. - debușeu, magazin de desfacere

feature ['fi:tʃə] s. - caracteristică

to purchase ['pətʃeiz] v. - a cumpăra, a achiziționa

businessman ['biznismən] s. - om de afaceri

warehousing ['wɛəhauziŋ] s. - depozitare, înmagazinare

to store [stɔ:] v. - a depozita

insurance [in'ʃuərəns] s. - asigurare

straight ['streit] adj. - direct

to relieve [ri'li:v] v. - a exonera, a elibera

business ['biznis] s. - afacere

to by-pass [bai-pa:s] v. - (aici) a trece peste

branded goods - mărfuri cu marcă de calitate/fabrică

trade mark - marcă comercială

to carry on - a desfășura

means of payment - mijloace de plată

end-user - beneficiarul mărfii

to be engaged in business - a face comerț

to deal forward/in futures - a face tranzacții la termen

VOCABULARY PRACTICE

Answer the questions using the additional vocabulary given below:

1. ***What does a traditional marketing channel consist of?***

manufacturer —> consumer (the mail order house carries a direct line activity)

manufacturer —> wholesaler —> retailer —> consumer (a manufacturer sells to wholesaler, a wholesaler called a jobber or distributor sells to retailers or other wholesalers)

the agent (the manufacturer's substitute/representative/; he is paid by fee or commission not by mark-up on the goods)

the broker (who unlike an agent, works on a time-basis, with each transaction separate. Like the agent, the broker acts as a go-between).

2. ***What types of vertical marketing systems (VMS) do you know?***

the corporate system (one owner of all stages of the channel)

the administered system (one channel member becomes dominant over the rest)

the contractual system (there is a formal agreement among members)

3. ***What forms of contractual marketing channel do you know?***

a wholesaler - sponsored chain (a wholesaler enters into an agreement with his retailers by which they are to sell his products and use a common name, the same facilities and advertising)

a retail cooperative (a group of retailers set up a wholesaling operation using common name and cooperative advertising)

franchise organisation (retailers agree to meet the conditions of sale specified by the manufacturer)

4. ***How are goods actually moved through the marketing channel?***

transportation	warehousing
protective packaging	inventory control
plant and warehouse site selection	order processing
market forecasting	customer service

GRAMMAR

WORD-ORDER

În limba engleză, ordinea cuvintelor în propoziție este destul de strictă și orice modificare a ei poate duce la greșeli, schimbări de sens sau stil și modalitate.

I. Declarative Sentences:

0 Compl. circ	I Subiect	II Predicat	III Compl. (i., d., prep.)	IV Compl. circ.
1. Yesterday Ieri	he el	bought a cumpărat	some jelley. jeleu.	
2. Every morning În fiecare dimineață	they ei	used to go obișnuiau să meargă		to the beach. la plajă.

II. Interrogative Questions:

Interrogat. words	Aux. mod. verb	Subj.	Main verb	Object			Adv. Modifiers		
				Ind.	Dir.	Prep	Manner	Place	Time
		Special questions							
1. When	did	you	hear			from her			last time?
2. How much	has	production	increased					in Romania	in the last decade?
3. In what review	did	you	read		this article				yesterday?
		General questions							
	Will	you	tell	us	something	about our industry			now?
	Could	Mary	help		you	with the article	efficiently		last night?

Rules	Examples
1. Complementul de timp care indică o perioadă definită de timp poate sta atât la începutul propoziției cât și la sfârșitul ei.	***Yesterday***, I bought a book. I bought a book ***yesterday***.
2. În cazul folosirii unui adverb de timp neprecizat ("***often***, ***never***, ***always***") acesta se așează între subiect și predicat (în cazul unui timp simplu) sau între auxiliar și verb (în cazul unui timp compus).	We ***often*** conclude agreements. We have ***often*** concluded agreements.
3. Verbele urmate atât de complement direct cât și indirect (***to give***, ***to show***, ***to tell***, etc.) pot primi fie complementul indirect introdus cu prepoziția ***to***, fie complementul direct urmat de cel direct.	He gave ***me*** a book. He gave a book ***to me***.

EXERCISES

I. Answer the questions:

1. What is the classification of goods which is based on the form taken by them? 2. What is meant by saying that certain goods satisfy consumers' needs indirectly? 3. How can consumer goods be subdivided? 4. What do producer's goods consist of? 5. What is considered the usual way of distribution? 6. What are the other ways of distribution? 7. In what circumstances does the manufacturer by-pass the wholesaler? 8. What does import trade deal with? 9. What does export trade deal with? 10. What does commerce include? 11. What are the services that assist commerce? 12. What is the main feature of the organized markets? 13. On what basis are commodities sold?

II. Match the words to the definitions below.

1. customer	a. to change something to fit the special needs of the customer e.g. customized computer terminals
2. customize	b. a person or a company which buys goods
3. custom	c. licence to trade using a brand name and paying a royalty (redevență) for it
4 franchise	d. use of a shop by regular shoppers
5. faranchiser	e. person who runs a franchise
6. franchisee	f. person who licences a franchise
7. outlet	g. place where something is sold
8. buyer's market	h. place where goods are sold cheaply because there's little demand.

III. Give synonyms of the following:

purchaser, to provide, manufacturer, to carry on trade, to relieve, to be engaged in business, to assist commerce, foreign trade, home trade, to reach, required, wants.

IV. Give corresponding Romanian word combination for:

a) Commodities of commerce, commodity exchange, science of commodities, staple commodities, the value of commodity, commodity of brown paper, commodity capital, commodity circulation, commodity dollar, commodity production, cash commodity, commodity market.

b) Branded goods, producer's goods, goods and chattels, consumer goods, fancy goods, goods circulation, goods account, goods station, goods department, goods train, investment goods, damageable goods, ascertained goods, long and heavy goods, Manchester goods, piece goods, hand goods, dry goods, soft goods, general goods, spot goods.

c) Wares, chinaware, Dutch ware, Delftware/earthen ware, small ware.

d) Commerce, trade, dealings, business, deal, billings, merchantry.

V. Fill in the blanks with prepositions and adverbs:

1. Many foodstuffs require to be processed ... some way before they are ready ... eating. Wheat being threshed ... the farms, has to be taken ... the millers to be ground ... flour, which is then brought ... flour merchants who distribute it. 2. Coal is both a producers' good and a consumers' good but ... either case it usually passes ... a merchant ... its way ... the users. 3. For imported raw materials there are organized markets, imported wool being sold ... the Wool Exchange, tin and copper ... the Metal Exchange, timber ... the Timber Exchange, hides and skins ... the Commercial Sales Rooms, etc.

VI. Put the adverbs in brackets in their correct form:

Model: The (early) you'll come the (quickly) we'll finish our work.
The earlier you'll come the more quickly we'll finish our work.

1. The (more) you read the (soon) you improve your language. 2. The (quickly) you'll consult a doctor the (easily) he'll cure you. 3. The (carefully) you'll write the (well) you'll master the language.

VII. Rewrite the following sentences according to the model:

Model: It was ***so*** windy that I couldn't button my coat.
It was ***too*** windy for me to button the coat.
It was windy ***enough*** for me to button my coat.

1. The basket was so heavy that I couldn't carry it. 2. They were so far away that they couldn't see what was happening. 3. The commodities were so expensive that we couldn't import them. 4. It was so late that she couldn't stay any longer.

VIII. Fill in the blanks with the suitable words in the brackets:

1. It would be of great ... (help, assistance) to me if you could ... (explain, make it clear) some points about various ... (branches, categories) of ... (commerce, trade, business). 2. If it won't be too great a (trouble, inconvenience) would you mind telling me what is the function of ... (retail, wholesale) trade? 3. Where do ... (retailers, detailers) obtain the ... (supplies, commodities, goods) they sell?

IX. Underline the part(s) of the sentence emphasized by the introductory "it" and translate the sentences below:

Model: It's nuts she wants.

1. It's always pepper that makes people hot-tempered. 2. It's not his voice that makes her angry but his books. 3. It's not competence that is accepted but stupidity. 4. It's love, it's peace that makes the world go round. 5. It's always sugar that affects your health. 6. It's trying to live below our earning that makes budget.

X. Open the brackets using the necessary verb form:

I WONDER WHY a dollar ... (to call) a buck?
American Indians ... (to use) buckskins - the skin of a buck deer - as a form of money when (to barter) with each other. Early settlers who ... (to trade) with the Indians also ... (to adopt) the practice of exchanging buckskins for other goods.

During the "gold rush" of early 1850 the expression "one buck" ... (to use) interchangeably with "one dollar" throughout the mining tours of California. The term ... (to gain) in popularity and ... (to be) part of the American language ever since.

XI. Explain briefly the difference between:

1. retailer and wholesaler

The retailer ...

The wholesaler ...

2. broker and agent

A broker ...

An agent ...

3. a corporate system, an administered system and a contractual system

In a corporate system, ...

In a contractual system, ...

XII. Rewrite the following text and make the necessary changes in the word-order if necessary:

How to become a "Doer" and Succeed.

Most people are "Watchers" and Waiters, while successful people are "Doers".

Watchers - They are very conservative, don't like to take risks and are fearful of rejection. Not very creative. They resist change. They take things personally, particulary losing or rejection.

Waiters - They are similar to Watchers, they but handle better rejection, and they are more willing to take a few risks. They prefer to wait until happens something, react then to it.

Doers - These are the people who get things done. Not afraid of rejection because they don't take it personally. They know that risk-taking to success leads. Doers have a positive attitude, and a lot of knowledge about what they are doing. They have also a sharp set of skills. So take it step by step, polish your skills, learn the things you need to know to become a doer.

(adapted from ***"Why Winners Win"*** by John Torquato)

XIII. Scan the following words in the text below. Read and translate the text:

suggest scents; you'll soon zero; candlelight dinners; feminine; fruity blends; bold; cinnamon; arty woman; revealing; woodsy- mossy; fancy frocks; Tea Rose.

How to Pick Perfume to Match Your Personality

Perfume is one of the most personal elements of a woman's image. It makes a firm statement about who you are!

Finding a scent that reflects your image isn't easy, but don't give up.

Each perfume is formulated with certain types of women in mind.

Find the description below that best suits your personality, and then try the suggested scents. You'll soon zero in on the one - or ones - for you.

Romantic: If your style is lacy dresses, candlelight dinners and love songs by a blazing fire, then single floral scents - perfumes that capture the magic of one particular blossom - suit you best. Some florals are Tea Rose, Jungle Gardenia. Anais Anais and White Shoulders.

Sporty: This woman loves being where the action is, adores sports and games and finds fancy frocks a bore. If this is you, try woodsy-mossy and fruity blends like Chanel No. 19, Calandre, Bill Blass and Norell.

Independent: If you are feminine but firm, know where you want to be and how to get there, you'll like fruity florals and modern blends with a bold fresh fragrance. Sample Anne Klein, Armani, Charlie, Cristalle and Miss Dior.

Girl-next-door: Freshfaced and optimistic, you can enhance your image with fruity blends like Nocturnes, Lauren and Tosca No. 4711.

Traditional: If you like to cook and sew and consider home and family the center of your universe, scents that will work best for you include Chanel No. 5, Halston and Tuxedo.

Sexy: This woman knows how to make a lasting impression on a man - and isn't shy about revealing her passions. If this is you, you'll love spicy Oriental and modern blends. Try Anne Klein, Givenchy, Cinnabar, Obsession and Youth Dew.

Arty: Never one to follow, the arty woman is usually ahead of her time and is often sought out for her unique views of the world. If this describes you, spicy notes like cloves, ginger and cinnamon work best for you. Try L'Air du Temps, Cinnabar, Epris and Fidji.

XIV. Finish with a smile:

a) It isn't the horses under the hood that cause traffic accident - it's the jackasses behind the wheel.

b) If you don't enjoy what you have, how could you be happier with more?

c) Social success - that's what is guaranteed one you have mastered the art of looking interested when you are bored.

d) There are three times in life when it's useless to try to hold a man to anything he says - when he's madly in love, drunk, or running for a job.

"I have to hang up now, Marge... someone's at the door."

e) The world is not a mad house, as some people claim, the occupants of a madhouse are kept under control.

f) Some folks worry about so many things they give the impression they are more scared of living than of dying.

"Guess what happened on the way home from making the last car payment."

XV. Translate into English:

a) Mărfurile comerciale, ramurile comerţului, fondurile fixe, mărfuri pentru consumatori, mărfuri finite, materii prime, echipamente industriale, a se baza pe, a fi sub formă de, a fi corespunzător pentru, în plus faţă de, în vrac, din străinătate, metodă de distribuţie, mijloace de plată, mărfuri cu marcă de calitate, marca fabricii, marcă comercială, asigurare, transport, depozitare, sistem bancar-financiar.

b) Metode de producţie eficiente legate de o activitate eficientă de comercializare (marketing) a produselor pot probabil să asigure producătorii că pot produce mărfuri sau servicii ieftine şi că există o piaţă pentru ceea ce ei produc. Acum rămâne de fapt întrebarea extrem de importantă: "Cum putem face ca produsele noastre să ajungă direct la consumator?"

Cererea pentru mărfuri poate fi sezonieră (seasonal) dar producţia are loc tot timpul anului (all the year round). De aceea depozitarea este un serviciu vital activităţii comerciale.

Dacă luăm stocuri de la producători anticipat cererii de pe piaţă şi totodată acordăm credit detailiştilor, de fapt (in effect) finanţăm producţia. Fără finanţare producătorii ar trebui să utilizeze sume tot mai mari de bani.

UNIT 65

MARKET SELECTION AND PRODUCT PLANNING

In practice marketing strategy is far more complicated than it is often thought to be.

It involves two dimensions. There is a horizontal dimension - what segments of the end-use market should the company serve? And there is a vertical dimension - on what level of the manufacturing process should the enterprise concentrate?

Along each of these dimensions management has a series of important strengths and weaknesses, market opportunities, relations with the customers and suppliers, the meaning of the product to the users, and other considerations.

In problems of market selection and product planning, it is important to keep four ideas in mind:

1. What markets should be served?

The most important decisions in planning marketing strategy are those related to the choice of a market or markets to serve. All else follows. Choice of market is the choice of the customer and of the competitive environment in which one choses to compete. It is not an easy decision. This carries with it the responsibility to serve customers well, to stay in the technical and product development race, and to grow in pace with the growing market demand.

2. What form should the product take?

Products are planned and designed to serve markets. In theory, at least, market selection comes first, and the choice of the product form follows.

3. What should the product do for the user?

It is the total package of benefits the customer receives when he buys. This includes the functional utility of the goods, the product service provided, the technical assistance you may give your customers, and the assurance that the product will be delivered when and where it is needed and in the desired quantities.

4. For whom is the product most important?

The product, in this broader sense, will have different meanings to different customers. It is strategically advantageous for a supplier to concentrate on those prospective customer groups that will value the product the most.

Diversifying into new markets.

In the situation of diversifying into new markets, four considerations are very important:

1. Does the market have high growth potential?

2. Is the market currently dominated by large and powerful competitors or is still possible to claim a large market share?

3. Is the market easy or difficult for competitors to enter?

4. How high is the value added by manufacture, or, how low is the ratio of the cost of materials and purchased parts to the selling price?

Product market positioning.

Very often selecting markets is a matter of identifying potential applications for some new product, possibly one that comes from a research laboratory.

DIALOGUE

Customer I am most interested in your global delivery scheme for the new electric fans and air conditioners your company is manufacturing, in view of a possible purchase. Could you supply me with the relevant information?

Supplier Definitely, Sir. We have a variety of schemes, depending on the amount of goods you wish to buy.

Customer In principle I might place an order for a sizable lot of the items I mentioned.

Supplier In that case, we can arrange for a very advantageous package of benefits. Moreover, we could improve the scheme if you let us know in advance about the specifics of the functional utility and technical assistance you require.

Customer I'll send you a Fax with details of all my requirements so that you may fit them into your basic scheme.

Supplier That would be most helpful, Sir. You may rest assured that our delivery terms and price quotations will fully meet your requirements.

Customer When can I expect to hear from you?

Supplier One week after we get your Fax, Sir, at the latest. Much depends, though, on the date and place you wish the delivery to be effected.

Customer You'll find all details in the Fax. I'm sure we can accomodate our mutual interests once your scheme will be acceptable to me in all respects.

VOCABULARY

opportunity [ɔpə'tju:niti] s. - prilej, ocazie favorabilă

user ['ju:zə] s. - consumator

return [ri'tə:n] s. - venit, câștig

to compete, ed, ed [kəm'pi:t] v. - a concura, a intra în competiție

competitor [kəm'petitə] s. - concurent

competition [kɔmpi'tiʃn] s. - concurență, întrecere, competiție

race [reis] s. - cursă

to value, ed, ed ['vælju:] v. - a aprecia, a prețui

ratio ['reiʃiou] s. - raport, proporție

sizable ['saizəbl] adj. - mare, important

to accomodate, ed, ed [ə'kɔmədeit] v. - a pune de acord, a adopta, a potrivi; a caza

Marketing strategy - strategie de piață

end-user market - piața beneficiarului
market selection - selecționarea pieții
product planning - planificarea produsului
to keep in mind - a ține seama de
related to - legat de
competitive environment - mediul în care se desfășoară concurența
in pace with - în pas cu, în ritm cu
market demand - cererea pieții
prospective customer - client potențial
package of benefits - pachet de avantaje
large market share - cota pieții
cost price - preț de cost
selling price - preț de vânzare
electric fan - ventilator
air conditioner - aparat de aer condiționat
to place an order - a face o comandă
to rest assured - a fi sigur, a conta pe
to meet the requirements - a satisface nevoile

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***Can you enumerate the elements of marketing strategy?***

consumer's behaviour
decision-making
marketing channels
promotion: - personal selling
- advertising
- sales promotion
- publicity
pricing of products

2. ***Which of the marketing concepts listed below are considered old and which are new?***

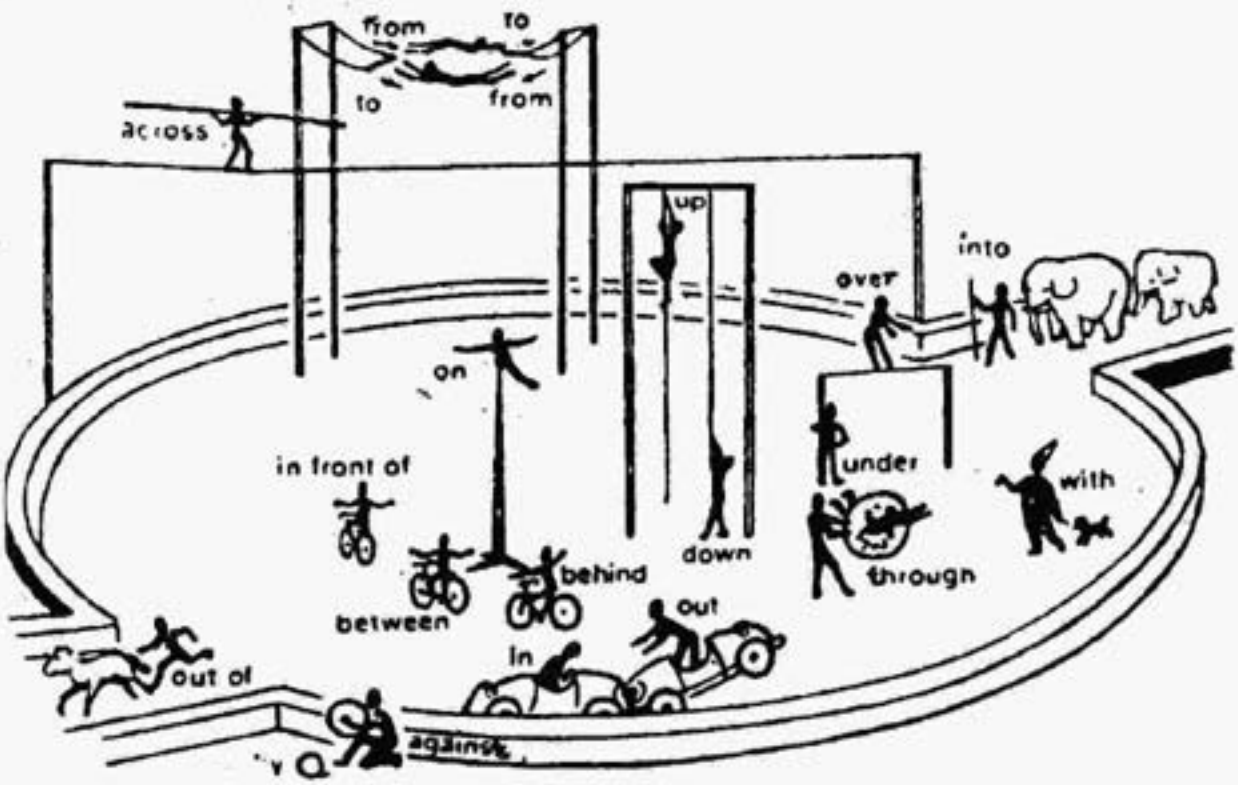
- technological research
- the product
- product performance
- goods as products
- market research
- a broad range of products
- customer satisfaction goods
- all marketing activities as part of the system
- creating a market
- a narrow line of products
- sales profit
- selling as the major activity
- identifying a market
- customers' needs and desires
- services and ideas as products

3. ***What systems provide a foundation on which a firm manages all of its marketing activities?***

- the marketing information system
- the management system
- the marketing support system

4. ***How does marketing segmentation use:***

- demografic data
- population
- population growth
- population density
- mobility (is the population shifting to or from cities?)
- per capita income
- income patterns (what is the distribution of income in the population)
- spending patterns
- employment (and in what occupations)
- ethnic origin
- education (how much schooling)
- home ownership
- age



GRAMMAR

The Preposition

Prepoziția este un cuvânt de legătură care stabilește anumite relații (de poziție, direcție, timp) între termenii unei propoziții.

I. Din punct de vedere al formei, prepozițiile pot fi:

1. simple	at, for, of, over, to, by, from, on, under, up, etc.
2. derivate	along, before, beside, between, etc.
3. compuse	into, underneath, upon, within, etc.
4. complexe	according to, as to, instead of, because of, out of, etc.
Locuțiuni prepoziționale	by means of, in front of, on account of, with regard to, in spite of, on behalf of, etc.
Prepozițiile sunt de regulă așezate: 1. înaintea cuvântului de care sunt legate 2. la sfârșitul unei propoziții interogative sau a unei propoziții relative.	 I shall call ***on*** you at noon. - Te voi vizita la prânz. Where do you come ***from***? - De unde sunteți? It is the exhibition I told you ***about***. - Este expoziția despre care ți-am vorbit.
At a) timp: la (oră, moment, în, pe) b) loc: la c) alte relații: cu, la un preț	The class began ***at*** 8 o'clock sharp. - Lecția a început la ora 8 fix. Don't tell me you wake up ***at*** sunrise. - Nu-mi spune că te trezești la răsăritul soarelui. We welcomed them ***at*** the airport. - I-am întâmpinat la aeroport. The goods were sold ***at*** a good price. - Mărfurile s-au vândut la preț bun.
In a) timp: în, peste b) loc: în, din, pe, de; c) alte relații: în, din, cu;	He finished his homework ***in*** one hour. - El și-a terminat tema într-o oră. The exhibition is planned to be opened ***in*** a fortnight. - Expoziția este planificată să se deschidă peste două săptămâni. ***In*** Bucharest you can find some very attractive parks. - În București se găsesc câteva parcuri foarte frumoase. All the paintings ***in*** the exhibition were very well selected. - Toate tablourile din expoziție au fost foarte bine selecționate. The exercise was written ***in*** ink. - Exercițiul a fost scris cu cerneală.

On a) timp: la (data), în.	They promised to be ready with their papers ***on*** the 3rd of May. - Ei au promis să fie gata cu lucrările la 3 mai. ***On*** a fine summer morning we decided to start our trip - Am hotărât să pornim în excursie într-o frumoasă dimineață de vară.
b) loc: de, de pe;	The vase ***on*** the table is not nice. - Vasul de pe masă nu e plăcut (frumos). You can place the books ***on*** the shelf. - Poți să pui cărțile pe raft.
c) alte relații: pe, în, despre.	Today we shall hear a lecture ***on*** marketing. - Astăzi vom audia o expunere despre marketing.
With a) odată cu;	***With*** the approach of examinations we have to plan our time carefully. - Odată cu apropierea examenelor trebuie să ne planificăm timpul cu grijă.
b) loc: la.	He lives ***with*** his parents. - El locuiește la părinți.
By a) timp: în timpul; b) loc: lângă, alături de, pe lângă, prin; c) alte relații: pe (referitor la dimensiuni).	We travelled ***by*** day and ***by*** night. - Am călătorit zi și noapte. I passed ***by*** your house the other day. - Am trecut pe lângă casa ta ieri. The hall was 4 metres wide ***by*** 6 metres long. - Holul era de 4 metri pe 6.
Of a) loc: de;	We decided to put up for the night in a motel two miles ***of*** the resort. - Am hotărât să tragem peste noapte la un motel la o distanță de două mile de stațiune. The beauty ***of*** the mountains attract many visitors. - Frumusețea munților atrage mulți vizitatori.
b) alte relații: al, din, de, dintre, din partea.	One ***of*** my friends told me all about this. - Unul dintre prietenii mei mi-a povestit totul despre aceasta.
From a) timp: din, de la;	She is studying in the library ***from*** morning till night. - Ea studiază în bibliotecă de dimineața până seara.
b) loc: din, de la;	I took the dictionary ***from*** the library. - Am luat dicționarul de la bibliotecă.
c) alte relații: din partea.	I haven't received any letter ***from*** them recently. - Nu am primit nici o scrisoare de la ei în ultimul timp.

About a) timp: cam, pe la; b) loc: împrejurul, în (din) jurul, prin, la; c) alte relații: despre, referitor la.	They arrived at ***about*** 6 o.clock. - Ei au sosit pe la ora șase. We walked ***about*** the town. - Am umblat prin oraș. What are you talking ***about***? - Despre ce vorbiți? I've heard ***about*** this place before. - Am mai auzit despre acest loc.
Above a) timp: înainte; b) loc: deasupra, peste; c) alte relații: peste, mai presus de.	The existence of the town was not mentioned ***above*** the 14th century. - Existența orașului nu a fost menționată înainte de secolul paisprezece. I don't think the best place for the lamp is ***above*** that table. - Nu cred că cel mai bun loc pentru lampă este deasupra mesei aceleia. ***Above*** all you should understand that you must do your duty. - Mai presus de toate trebuie să înțelegi că trebuie să-ți faci datoria.
By a) timp: până, pe la, către, în timpul.	They will reach the resort ***by*** 10 o'clock. - Vor ajunge în stațiune pe la ora zece. ***By*** the end of the year I should have finished my thesis. - Până la sfârșitul anului îmi voi termina teza.
Over a) timp: în cursul, în timpul, până la;	He will stay with us ***over*** the week-end. - El va sta cu noi până la sfârșitul săptămânii.
Beside loc: alături de, lângă.	I sat down ***beside*** her. - M-am așezat lângă ea.
During timp: în timpul, în cursul.	We met and discussed ***during*** the interval. - Ne-am întâlnit și am discutat în timpul pauzei.
For a) timp: timp de; b) alte relații: pentru, cu, către.	I shall stay with them ***for*** a fortnight. - Voi sta cu ei timp de două săptămâni. We have lived in this town ***for*** five years. - Locuim în acest oraș de cinci ani. We left ***for*** London by plane. - Am plecat la Londra cu avionul. This present is ***for*** you. - Acest dar este pentru tine. I bought the book ***for*** twenty dollars. - Am cumpărat cartea cu douăzeci de dolari.
Since timp: de la, de.	I haven't met him ***since*** last month. - Nu l-am văzut de luna trecută.

Till, Until timp: până (la)	He works from morning ***till*** night. - Lucrează de dimineața până seara. The book will come out ***until*** the end of the year. - Cartea va apărea până la sfârșitul anului.
To a) timp: până la; b) alte relații: la, spre, după, pe.	She did not offer an explanation ***to*** this day. - Ea nu a dat nici o explicație până în ziua de astăzi. This is the way ***to*** the airport. - Acesta este drumul spre aeroport. This range of goods is exported ***to*** over ten countries. - Acest sortiment de mărfuri se exportă în peste zece țări. The interior decoration was not ***to*** my taste. - Decorația interioară nu a fost pe gustul meu.
Towards a) timp: spre; b) loc: înspre; c) alte relații: față de, cu.	We approached the village ***towards*** evening. - Ne-am apropiat de sat spre seară. She turned ***towards*** us. - S-a întors înspre noi. His attitude ***towards*** you was quite unexpected. - Atitudinea lui față de tine a fost cu totul neașteptată.
Into a) timp: până; b) loc: la; c) alte relații: în	Recently I have worked far ***into*** the night. - În ultimul timp am lucrat până noaptea târziu. The noise stopped as we came ***into*** the room. - Zgomotul a încetat la intrarea noastră în cameră. Wood is made ***into*** furniture. - Lemnul se transformă în mobilă.
Within a) timp: în interval de, înainte de sfârșitul, până în. b) loc: la distanța	The lot should be completed ***within*** a week. - Lotul trebuie completat într-o săptămână. At about 8 o'clock we were ***within*** a mile of the town - Pe la ora opt eram la depărtare de o milă de oraș.

EXERCISES

I. Answer the questions:

1. What does the market strategy involve in terms of horizontal and vertical dimensions? 2. What are the managerial aspects related to each of these dimensions? 3. How do you define the choice of market and the responsibilities it carries? 4. In what is the product - market relation established? 5. What is the total package of benefits the product should offer? 6. What must one consider when selecting the customer? 7. Which are the main criteria of market selection?

II. Give synonyms for:
relation, choice, segment, growth, return, to assist, to value, to buy, related to, to take into account, to keep in mind, to meet the requirements.

III. Fill in with articles:
1. The most important decisions in planning marketing strategy are those related to ... choice of ... market or markets to serve. 2. Market selection comes first and ... choice of ... product form follows. 3. Marketing is ... art of identifying ... need and then satisfying it with ... particular product or service. 4. It involves: "... right goods at ... right place at ... right time for ... right price". 5. Without ... market ... product is useless. 6. ... producer, or ... customer may be ... person, ... group, ... firm, ... institution, organization ... government. 7. ... essence of enterpreneurship is to convert ... idea into ... product that people will buy.

IV. Turn the following statements into questions:
1. The most important decisions in planning marketing are those related to the choice of the markets to serve. 2. In deciding on them management should take into account strengths and weanesses. 3. Products are planned and designed to serve markets. 4. Market selection comes first, and the choice of product form follows. 5. The product has different meanings to different customers. 6. It is advantageous to concentrate on those prospective customer groups that will value the product most. 7. It is equally important to develop skills through which to dfferentiate your product from those of competitors. 8. In the early stages of market development control of end-product quality is very important.

v. Choose the right words:
a) **cost, worth**

1. The advertising campaign ... them too much money. 2. How much money does it ... to send this parcel express? 3. In my opinion it is not ... the money. 4. It is ... trying to approach them. 5. The ... of keeping the market should be thoroughly analysed. 6. It isn't ... all that effort. 7. They have to keep up with the high ... of fuel.

b) **offer, suggest**

1. They ... to inform us on the market prospects. 2. We ... that the relations with the prospective customers should be considered. 3. He ... a substitute but we refused to accept it. 4. They ... their assistance on all the problems related to packing. 5. He ... to discuss the matter and notify us of the results. 6. He ... that we should start diversifying into new markets.

VI. Give the nouns corresponding to the following verbs:
to use, to select, to benefit, to deliver, to mean, to concentrate, to relate, to invest, to define, to permit, to apply, to enter.

VII. Supply the correct tense:
1. I (to know) this product for too short a time. 2. I am sorry that you (to decide) to sell your goods on a different market. 3. We (to have) to send them a fresh supply of the same product.

4. They (to intend) to go there next week, but now they (to find) it is too costly. 5. The product (to have) different meanings to different customers. 6. This is the second time they (to ask) your presence at the talks. 7. I always (to tell) them to think of a possibility of reducing the costs. 8. We hope it (not to be) too late to talk to them. 9. If you (to do) as I told you, you (to succeed). 10. It (to be) wrong if you (not to take) this opportunity. 11. You (to sell) the goods if you (to choose) the proper market.

VIII. Fill in the blanks using the prepositions:

with,	in,	for,	from,
along,	of,	to,	on.

Along each ... the dimensions management has a series ... important options. 2. ... deciding ... them management should take ... account strengths and weaknesses, market opportunities, relations ... customers and suppliers, the meaning ... the product ... the users and other considerations. 3. Choice ... market is a choice ... the customer and ... the competitive environment ... which one chooses to compete. 4. Marketing strategies should not be developed ... products but ... markets. 5. The product has a different meaning ... different customers. 6. It is strategically advantageous ... a supplier to concentrate ... those prospective customer groups that will value the product the most. 7. Enterprises with large market shares generally enjoy higher returns ... investment. 8. It is important to develop unique skills ... which to differentiate your product ... those of competitors. 9. ... the early stage ... market development, control ... end-product quality is very important.

IX. Translate into Romanian paying attention to the preposition "by":

1. He left Bucharest by plane. 2. We drove by day and rested at night. 3. The project will be ready by the end of the week. 4. It was by hard work that he succeeded. 5. He has not a good command of the language; he knows what he picked up by the ear. 6. By my watch it is 10 o'clock sharp. 7. Apples are sold by the kilo. 8. She enriched her vocabulary by reading much. 9. They decided to reach the village by another road.

X. Translate:

a) 1. La ora nouă voi fi în fața expoziției. 2. Vom asculta o prelegere despre romanul englez modern. 3. Se îndreaptă spre întreprindere. 4. L-am auzit vorbind despre aceasta zilele trecute. 5. Lucrarea va apărea în librării în aproximativ două luni. 6. Au trecut peste cinci luni de când nu l-am întâlnit. 7. Cântărește sub trei kilograme. 8. Scenariul a fost scris după un roman foarte bun. 9. Îmi cumpăr articolele de papetărie de la librăria de peste drum. 10. S-a dovedit a fi un lucrător bun în ultimii ani. 11. Trebuie să plecăm înaintea lor. 12. Totul va fi gata în două zile. 13. Nu este nici unul printre noi care să nu poată rezolva această problemă. 14. Unul dintre noi trebuie să decidă. 15. Prin reclamă se transmit mesaje care să corespundă dorințelor clienților potențiali. 16. În practică strategia de piață este complicată. 17. Piața este dominată de o concurență puternică. 18. Selecționarea pieții s-a făcut după un studiu aprofundat. 19. Raportul cu privire la situația pieții va fi prezentat într-o săptămână. 20. Studiul se referă la calitatea produselor și lansarea lor pe piață.

b) 1. În cadrul activității de promovare a exporturilor un loc important îl deține propaganda economică și reclama comercială. 2. Scopul propagandei comerciale este să formeze și să dezvolte poziții favorabile pentru cunoașterea produselor. 3. Prin acțiunile de reclamă în general se transmit mesaje care să corespundă dorințelor viitorului consumator pentru ca acesta să cumpere produsul respectiv. 4. Principiile care stau la baza alegerii politicii de relații publice sunt: i) cunoașterea temeinică a diferitelor categorii de consumatori; ii) continuitate în formarea unui climat favorabil în rândurile opiniei publice; iii) selecționarea acelor categorii de public, care prezintă un interes deosebit pentru întreprindere.

UNIT 66

BUSINESS NEGOTIATION

There is no doubt that one of the factors contributing to successful commercial exchanges is the personal contact.

During the talks every question can be aswered directly and all difficulties settled on the spot. Negotiations should be thoroughly planned.

No real business negotiation ever begins without some initial social conversation. People talk about business, the economy, their two companies, even about their journey and the weather.

It is part of the preparatory phase of negotiations to consider at what stage in the talks specialized questions might arise.

Specialist have their own language. To bring them in late can result in considerable misunderstanding and confusion and, in certain circumstances, can also have very costly consequences.

Nogotiations demand the complete concentration of the participants. There is an obvious point when undertaking negotiations - you must be physically fit.

When you embark upon negotiations you must know the length of time which you can sustain concentration. In principle a discussion should not last more than one hour.

In business you must accept the person who is presented to you for commercial reasons. Remember that you are representing your company. Listen to what your partner says. Be polite at all times. Do not offend him. Try to obtain his respect and remember that you may have to work together again in the future.

Another question in the preparation for talks is what documents will be necessary. Heaps of documents betray inadequate preparation for the discussion and can be a source of confusion. This does not mean that written documents are superfluous - many business negotiations could not be conducted at all without them. The most important written document is the plan for the discussion, the arrangement of the discussion, the questions which it is essential to clarify or solve during the talks.

Essential in the approach of negotiations is punctuality. The primary responsibility for a good atmosphere rests with the host. The guest should not take the initiative in establishing contact. It is impolite and does not help to create a good atmosphere.

No negotiation is ever complete until a contract has been signed or a letter written to confirm what has been agreed.

The conclusion of the discussion should be the climax. Even in difficult situations the final contact phase should leave open the possibility of a new discussion on a different subject or with a different purpose.

President of Company

Private Secretary

President Janifer, when is the meeting with the representative of Clarence Motors Co. scheduled to take place?

Secretary Let me see, Sir. It was arranged for next Tuesday, at 10 o'clock in the morning, on our premises.

President Very well, then. Prepare the files and call a meeting of our Board of Directors this very afternoon to decide on the strategy of the talks. You know how important this meeting is for the expansion of our subsidiary branches and Mr. Thompson of Clarence Motors is a subtle though sometimes tough negotiator.

Secretary He certainly is, Sir. I shall prepare a minimum set of relevant documents involved and brief you on their contents. Shall I take notes of the talks during the meeting?

President Only if it is necessary and very discreetly. And, by the way, get in touch with our Protocol Department and tell them to make arrangements for the meeting to be held in Conference Room 2, which is a cosier and more intimate. As we are the hosts, make sure that the hospitality we offer is in very good taste and unobtrusive. Don't forget to bring some flowers and other decorative items. Mr. Thompson is very appreciative of things being done in style.

Secretary All right, Sir. You need not worry, everything will be in order. As I assume that the talks will go on smoothly, I shall also prepare a draft contract for consideration so as to expedite matters in the event of final agreement is reached at of this stage.

President Good idea, Janifer. We must have the initiative at all times. Take all the necessary steps and keep me informed about the progress of the preparations.

VOCABULARY

negotiation [nigouʃi'eiʃn] s. - negociere, tratativă

thoroughly ['θʌrəli] adv. - amănunţit, conştiincios

preparatory [pri'pærətəri] adj. - pregătitor, introductiv

stage [steidʒ] s. - stadiu, fază, perioadă, etapă

misunderstanding [misʌndə'stændiŋ] s. - neînţelegere

obvious ['ɔbviəs] adj. - clar, evident

to undertake, undertook, undertaken [ʌndə'teik] v. - a se angaja în, a întreprinde

undertaking [ʌndə'teikiŋ] s. - întreprindere, acţiune

heep [hi:p] s. - grămadă, morman

to betray, ed, ed [bi'trei] v. - a trăda

inadequate [in'ædikwit] adj. - inadecvat,insuficient

approach [ə'proutʃ] s. - abordare, acces

primary ['praiməri] adj. - principal, de căpetenie

to conclude, ed, ed [kən'klu:d] v. - a încheia, a conchide

conclusion [kən'klu:ʒn] s. - încheiere, hotărâre finală, concluzie

climax [klaimæks] s. - punct culminant

to schedule, ed, ed ['ʃedju:l] v. - a programa. a planifica

file [fail] s. - dosar, clasor

to expand, ed, ed [iks'pænd] v. - a extinde, a lărgi, a dezvolta

expansion [iks'pænʃn] s. - dezvoltare, mărire, lărgire, expansiune

subsidiary [sʌb'sidjəri] s. - sucursală, filială

tough [tʌf] adj. - dur, încăpățânat, dificil, rigid

subtle [sʌtl] adj. - subtil, pătrunzător

relevant ['relivənt] adj. - în legătură cu, privitor la, oportun

to brief, ed, ed [bri:f] v. - a rezuma, a face un rezumat, a instrui, (aici) a informa

briefing ['bri:fiŋ] s. - instructaj

unobtrusive [ʌnəb'tru:siv] adj. - neplictisitor, nesupărător

to expedite, ed, ed ['ekspi'dait] v. - a grăbi, a urgenta

commercial exchanges - schimburi comerciale

on the spot - pe loc, imediat

to embark upon - a se angaja în

to conduct business negotiations - a desfășura negocieri comerciale

at all - deloc

Board of Directors - Consiliu de administrație

to get in touch with - a lua legătura

in good taste - de bun gust

to be appreciative of - a prețui, a aprecia

draft contract - proiect de contract

to reach an agreement - a ajunge la un acord

VOCABULARY PRACTICE

Answer the following questions using the additional vocabulary:

1. ***In view of the coming negotiations how do you expect your partner to be?***

friendly
amiable
encouraging
favourable

subtle	appreciative
highly trained	confident
able	brilliant
severe tough	demanding
tedious	dissatisfied
awkward	reluctant
inadequately equipped	exacting

2. ***What is most advisable in beginning business negotiations?***

- specialized knowledge
- to reel off a string of generalizations
- an informative briefing
- the aid of a relevant specialist
- try to draw up a strategy for yourself
- create a climate of co-operation or expectation

3. ***At what stage in the negotiation will you say?***

- I agree entirely
- I think we are in agreement on that
- I would tend to agree with you on that

4. ***Would you study the following?***

Negotiations

Agreeing a procedure

I think we should first of all establish a procedure

May I suggest that we begin by...?

After that ... /Finally ...

That's OK. with us.

Fine.

Opening the negotiations

Can we begin by outlining our view of the situation?

Our position is this.

What we are looking for is ...?

Our position is quite clear.

Firstly, ...

Our main worry is ...

We hope to achieve ...

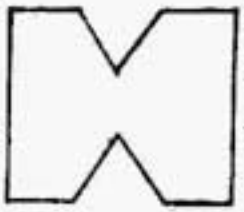
Exploring positions

How important is ...
Supposing we were to say ...?
Can we clarify ... ?

This is the most important factor from our point of view.
How would you feel if ...?

Establishing the bargaining zone

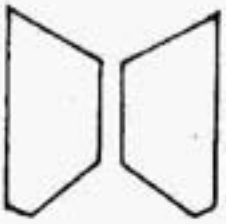
There is no problem as far as ... is concerned.
We could not eaccept ...
That would be out of the question.
Let's take a purely hypothetical situation.



The main problem here is ...
Suppose that we ...?
Would you be willing to ...?
We have no room for manoeuvre here.

Bargaining

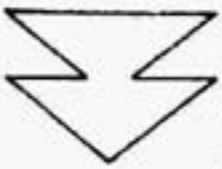
We can offer ...
We could not go beyond ...
We would be willing to ...
This is our final offer.
What would you say if ...?



Our proposal would be ...
Our bottom line is ...
We could accept this only if ...
We would have to refer back on this one.
This would present real problems for us.

Settling

I think we're within reach of an agreement here.
The last sticking point is ...
We can acept that.
It's a deal then.

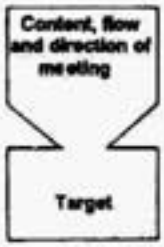


There are a few loose ends we'd like to tie up.
If you can see your way to ...
That would be acceptable to us.
I think we have an agreement

Meetings

Opening the meeting

- Right. Can we start please?
- O.K. Let's kick off ...
- Shall we begin?

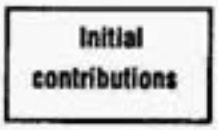


Establishing targets

- The main aim of this meeting is to ...
- The first thing we must do is ...

Establishing targets

- I think we should first of all look at ...
- Finally we should try to ...



Asking for initial contributions

- Could you kick off, James, with ...?
- I'd like you to start, John, with...

Asking for initial contributions

- Perhaps you could start, John, ...
- Would you like to begin, Sue, with your ...?

Agreeing

- I agree.
- We accept that.
- You're right.

Disagreeing

- I disagree.
- I don't think it will work.

Asking for opinions

- What do you think, Jim?
- What's your opinion, Margaret?
- What's the view of the sales department, Jack?

Asking for opinions

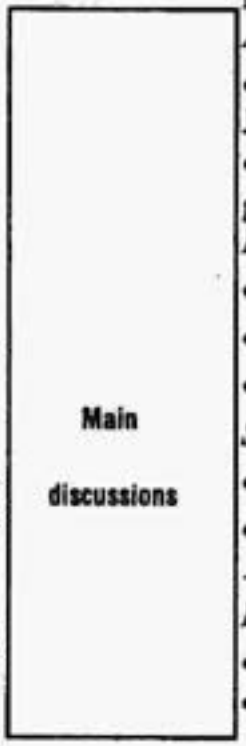
- How do you feel about Jack's idea, John?
- What's your reaction to Sue's suggestion?

Dealing with interruptions

- Just a minute. Let me finish.
- Hang on ... I haven't finished.

Interrupting

- Can I come in here?
- Could I say something?
- Just a minute!



Slowing down a meeting

- Just a moment. I think we should look at this more carefully.

Speeding up a meeting

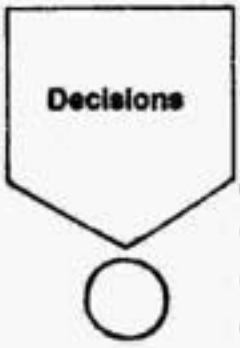
- Time is short. Can we move on to ...?
- Can we leave that till later and go on to ...?

Dealing with digressions

- I think we're getting away from the subject.
- Can we get back to the main problem?

Digressing

- Can I digress for a moment?
- I think we should look in passing at ...



Bringing a meeting to its targets

- Right. Let's see what we've got.

Bringing a meeting to its targets

- OK. Can we come to a decision on this?

Summarising and concluding

- O.K. Let's recap ...

Summarising and concluding

- Right. We have decided then to ...

Closing the meeting

- Let's finish there.

Closing the meeting

- OK. Let's call it a day.

GRAMMAR

THE AGREEMENT OF SUBJECT AND PREDICATE

În limba engleză predicatul se acordă în număr și persoană cu subiectul.

A. Subiectul simplu (Simple Subject)

Rules	Examples
I. Un subiect la singular este urmat de un predicat la singular iar un subiect la plural este urmat de un predicat la plural.	He ***comes*** always here on week-ends. - El vine întotdeauna aici la sfârșitul săptămânii. They ***are reading*** in the library. - Ei citesc la bibliotecă.
II. Substantivele colective (***family***, ***crew***, ***crowd***, etc.) se acordă cu verbul la: a) singular: b) plural:	The committee ***was made up*** of ten members. - Comitetul era alcătuit din zece membri. The audience ***were pleased*** with the performance. - Publicul a fost mulțumit de spectacol.
III. Substantivele nume de științe cu formă de plural, dar cu înțeles de singular (***mathematics***, ***physics***, ***economics***, etc.) se construiesc cu singularul. Când aceste substantive sunt folosite cu alt înțeles, sunt urmate de un verb la plural.	Economics ***is*** his main interest. - Îl interesează în principal științele economice. His mathematics ***are*** rather mad. - El este cam slab la matematică.
IV. Substantivele ***athletics*** și ***gymnastics*** sunt în general urmate de un verb la plural.	Athletics ***are*** largely practised in this country. - Atletismul se practică mult în această țară.
V. Titlurile de cărți formate dintr-un substantiv la plural sunt de obicei urmate de un verb la singular.	Gulliver's Travels ***is*** full of social satire. - Romanul Călătoriile lui Gulliver este plin de satiră socială.
VI. Numele de întreprinderi, clădiri, exprimate din substantive la plural sunt urmate de verbe la singular.	The FAUR Works ***is*** one of the biggest in Bucharest. - Uzina FAUR este una dintre cele mai mari uzine din București.
VII. Substantivele proprii nume de țări la plural (***The United States***, ***The Netherlands***) sunt de obicei urmate de un verb la singular.	The United States ***has*** a large variety of geographical features. - Statele Unite au o mare varietate de forme de relief.

Rules	Examples
VIII. Substantivele care exprimă nume de boli: ***measles*** (pojar), ***rickets*** (rahitism), ***mumps*** (oreion), și jocuri: ***billiards***, etc. sunt de obicei urmate de un verb la singular.	Measles ***is*** a catching disease. - Pojarul este o boală molipsitoare.
IX. Substantivele ***dozen***, ***score***, ***stone*** (6,348 Kg), ***hundredweight*** (50,8 Kg), ton pot fi urmate de un verb la singular sau la plural în funcție de context.	A dozen of shirts ***was*** all that I wanted to buy. - Tot ceea ce am dorit să cumpăr a fost o duzină de cămăși. A dozen of shirts ***were*** on display on the shelf. - Pe raft era expusă o duzină de cămăși.
X. Substantivele ***variety***, ***part***, ***kind***, ***sort***, ***number***, ***multitude*** pot fi urmate de un verb la singular sau la plural în funcție de context.	The number of books published ***was considerable***. - Numărul de cărți publicate a fost considerabil. A great number of books ***were*** sold at the stand. - La stand s-a vândut un număr mare de cărți.
XI. Substantivele care exprimă noțiuni cronologice, distanțe, valori, greutăți sunt urmate de un verb la singular când ne referim la unitățile componente.	The twenty minutes interview ***is*** up. - Interviul de douăzeci de minute s-a terminat. A hundred kilometres ***is*** a reasonable drive for a week-end. - O sută de kilometri cu mașina la sfârșit de săptămână este o distanță rezonabilă.
XII. Verbul care urmează pronumele relativ ***who***, ***that***, ***which***, se acordă cu substantivul pe care-l înlocuiesc.	The tourists who ***are attracted*** by the beauty of this region come here every winter season. - Turiștii care sunt atrași de frumusețea acestei regiuni vin aici în fiecare iarnă.
XIII. Pronumele ***none*** poate fi urmat de un verb la singular sau la plural în funcție de numărul persoanelor sau lucrurilor la care se referă.	None ***knows*** when all that happened. - Nimeni nu știe când s-a întâmplat. None but they ***were supposed*** to know. - Se presupune că nimeni în afară de ei nu știe.

B. Subiectul compus (Compound Subject)

Reguli	Exemple
Subiectele compuse sunt urmate de un verb la singular deoarece substantivele componente redau de fapt o singură noțiune.	Bread and butter ***is*** what they usually have for breakfast.- La micul dejun obișnuiesc să mănânce pâine cu unt.

C. Subiecte coordonate

Reguli	Exemple
I. Subiectele coordonate legate prin conjuncția ***and*** sunt de obicei urmate de un verb la plural	My brother and sister ***have arrived***. - Fratele și sora mea au sosit.
II. Subiectele coordonate prin ***either ... or***, ***neither ... nor***, ***not only ... but also***, ***both ... and...*** sunt urmate de un verb la singular. Când sunt la persoane sau numere diferite verbul se acordă cu subiectul cel mai apropiat.	Either John or James ***is going*** to read the paper. - Sau John sau James va citi lucrarea. Either you or he or I ***am*** to do it. - Sau tu, sau el sau eu voi face aceasta.
III. Dacă două subiecte sunt legate prin ***with***, ***together with***, ***as well as***, ***besides***, ***in addition to***, ***except***, ***but***, ***but not***, ***no less than***, etc. predicatul se acordă cu primul subiect.	My brother together with some of his friends ***is leaving*** for the mountains. - Fratele meu împreună cu câțiva prieteni de-ai săi pleacă la munte.
IV. Pronumele nedefinite ***each (one)***, ***every (body)***, ***every (one)***, ***any (body)***, ***any (one)***, ***no (body)***, ***no (one)***, ***neither*** sunt urmate de un verb la singular.	Each of them ***was*** very well trained. - Fiecare dintre ei era foarte bine pregătit. Nobody ***was*** ready. - Nimeni nu era gata. Every student ***was*** aware of the importance of the task. - Fiecare student era conștient de importanța sarcinii.
V. a) Două sau mai multe subiecte la singular legate prin ***and*** sunt urmate de un verb la plural. b) Dacă două substantive exprimă o singură persoană sau lucru, verbul care urmează este la singular.	Mary and I ***have had*** a long walk today. - Mary și cu mine am făcut o plimbare lungă astăzi. The painter and decorator ***has come***. - Pictorul decorator a sosit.

Reguli	Exemple
c) Substantivele legate prin ***and*** şi precedate de adjective posesive sunt urmate de un verb la plural.	Where ***are*** your hat and coat? - Unde sunt pălăria şi haina ta?
d) Formele in ***-ing***, legate prin ***and*** sunt urmate de un verb la plural.	Reading and writing ***are*** taught to children of six. - Cititul şi scrisul se predau copiilor de şase ani.
e) Infinitivele legate prin ***and*** sunt urmate de un verb la singular.	To look up the words in the dictionary and to translate the exercises ***is*** what you have to do for the seminar. - Ceea ce trebuie să faceţi pentru seminar este să căutaţi cuvintele în dicţionar şi să traduceţi exerciţiile.

EXERCISES

I. Answer the questions:

1. In what way does business negotiation contribute to successful commercial exchanges? 2. What can we say about the opening stage of negotiations? 3. At what stage in the talks would you recommend to bring in the specialists? 4. What is the importance of documents? 5. What qualities are required of a good negotiation? 6. Which are the host's/guest's responsibilies în establishing the atmosphere? 7. What can you do as a negotiator to reduce the atmosphere of a conflict? 8. What must you bear in mind when dealing with a new person? 9. Why is the conclusion of the discussion so important for the outcome of the negotiations?

II. Give synonyms for:

phase, journey, purpose, climax, discussion, question, costly, primary, considerable, superfluous, essential, thoroughly, impolite, to sustain, to undertake, to confirm, to schedule, on the spot.

III. Fill in the blanks using the prepositions:

of, in, for, at, on, with, about.

1. It is part of the preparatory phase ***of*** negotiations to consider ... what stage ... the talks specialized questions might arise. 2. Negotiations demand the complete concentration ... the participants. 3. ... principle a discussion should not last more than an hour. 4. Heaps ... documents betray inadequate preparation ... the discussion. 5. Essential ... the approach ...

the negotiations is punctuality. 6. You should not take the initiative ... establishing the contact. 7. The final contact phase should leave open the possibility ... a new discussion ... a different subject or ... a different purpose. 8. Our client is very appreciative ... things being done ... style. 9. I shall prepare a draft contract ... consideration. 10. Keep me informed ... the progress of the preparations. 11. The sales contract should be the final stage ... a succession ... sales negotiations.

IV. Add "un" to the following words and use them in sentences of your own:

obtrusive, able, acceptable, edible, estimated obtainable, paid, recognizable, reliable, sold, usable, wanted.

V. Ask as many questions as possible:

The written document is not the essence of the discussion, but should rather assist the negotiations at certain stages to conduct the talks. Every participant in the talks should be interested in seeing that the discussion takes place in the best possible atmosphere.

VI. Make the following sentences as in the model:

Model: Specialized knowledge is required during the talks.

It is specialized knowledge that is required during the talks.

1. You should know the length of time which you can sustain. 2. The discussion should progress in a methodical way. 3. Heaps of documents are a source of confusion. 4. The most important document is the plan. 5. The conclusion of the discussion should take place at its climax. 6. A simple expression of interest can serve to maintain contact.

VII. Develop on the following topics:

a) You are an experienced negotiator. What advice could you pass on to a new and inexperienced employer?

b) It is necessary to have a team leader. If so, what are his functions?

c) In team negotiations, one team sometimes leaves the table for a consultation. What are the dangers of such a move?

VIII. Translate into Romanian and comment on:

A plan for a discussion is nevertheless not to be regarded as a strict formula. It is purely and simply an aid. The written documents must obviously include any questions which form an integral part of the discussion. We should also stress that written documents are permissible when absolutely essential. Under no circumstances should they interrupt the discussion. They should be the logical development of the preparation. Anyone wishing to conduct a good discussion must feel free and confident in the subject which he is to discuss.

IX. Use the proper form of the verbs instead of the infinitives in brackets:

1. Neither of us (to be absent). 2. Either he or I (to be going) to see you off. 3. My family (to live) in Bucharest. 4. (to have) either of your friends come? 5. The board (to agree) on the terms of the agenda. 6. The editor-in-chief and the writer (to arrive). 7. A variety of

questions (to be put) to the professor. 8. Neither of us (to be invited). 9. The number of seats (to be limited). 10. The crew (to be present) for the inspection. 11. Gymnastics (to be practised) by all my friends. 12. Physics (to be) her favourite subject. 13. The two hours discussion (to be up). 14. Neither of them (to agree) on the standards to be pursued. 15. The board (to discuss) the performances of the latest end-products. 16. We (to have) serious trouble in securing raw materials. 17. Before we (to make) a final decission, get an expert to look into the matter. 18. Once the goals for performance (to be established) behaviour must be observed, measured and monitored. 19. They (to expect) us to know certain things about management.

X. Choose the correct form of the verb from among those given in brackets:

1. Both the seller and the buyer (was, were) in favour of resuming the talks. 2. The writing and correcting of the exercise (is, are) finished. 3. Green and yellow (is, are) her favourite colours. 4. Not only the professor but also the students (is, are) invited. 5. I as well as they (am, are) pleased with the results. 6. Neither her brother nor her sister (is, are) at home. 7. My aim and object (is, are) to assist in their preparation for the talks. 8. A great number of people (is, are) present.

XI. Translate:

a. 1. Nici unul dintre noi nu ar fi făcut o asemenea greșeală. 2. Marea varietate a subiectelor ne-a interesat. 3. A reușit vreunul din voi să studieze toate problemele? 4. Nu numai tu, ci și prietenii tăi au apreciat că planul discuției este bun. 5. Numai două ore de pregătire nu sunt suficiente. 6. Noi, ca și ei, am fost de acord cu propunerile. 7. Un mare număr de firme se interesează de produsele voastre. 8. Ceea ce trebuie să faceți este să luați legătura cu producătorul.

b. 1. Contactul final nu trebuie confundat cu rezumatul care încheie negocierile. 2. Contactul final este o problemă de atmosferă, o discuție trebuie să înceapă și să se încheie pe o notă pozitivă. 3. Așa cum faza inițială de contact trebuie să ofere trecerea la subiect, tot astfel contactul final trebuie să decurgă firesc din discuția care se apropie de sfârșit. 4. Întreruperea bruscă a discuției principale și orientarea grăbită spre contactul final poate avea rezultate nedorite. 5. Dacă negocierile s-au dovedit satisfăcătoare pentru ambele părți, contactul final se stabilește ușor. 6. Dacă nu se ajunge la o înțelegere trebuie să se creeze cel puțin cadrul în care să se admită că problemele au fost discutate serios și cinstit.

LISTA VERBELOR NEREGULATE

List of Irregular Verbs

Infinitive	Past Tense	Past Participle	Translation
abide	abode	abode	a sta, a rămâne; a trăi, a locui
arise	arose	arisen	a se ridica
awake	awoke	awoken	a trezi, a (se) deștepta
be	was	been	a fi
bear	bore	born	a naște
	bore	borne	a purta, a duce, a suporta
beat	beat	beaten	a bate
become	became	become	a deveni
begin	began	begun	a începe
behold	beheld	beheld	a zări, a vedea, a privi
bend	bent	bent	a îndoi
bet	bet	bet	a pune prinsoare
bind	bound	bound	a lega
bite	bit	bitten	a mușca
bleed	bled	bled	a sângera
blow	blew	blown	a sufla
break	broke	broken	a sparge
bring	brought	brought	a aduce
broadcast	broadcast, -ed	broadcast,-ed	a transmite
build	built	built	a clădi
burn	burnt	burnt	a arde
burst	burst	burst	a face explozie, a exploda, a izbucni
buy	bought	bought	a cumpăra
cast	cast	cast	a arunca, a azvârli
catch	caught	caught	a prinde
choose	chose	chosen	a alege
clothe	clothed sau clad	clothed sau clad	a (se) îmbrăca
come	came	come	a veni
cost	cost	cost	a costa
cut	cut	cut	a tăia
deal	dealt	dealt	a se ocupa, a trata

Infinitive	Past Tense	Past Participle	Translation
dig	dug	dug	a săpa
do	did	done	a face
draw	drew	drawn	a trage; a desena
dream	dreamt	dreamt	a visa
drink	drank	drunk	a bea
drive	drove	driven	a goni; a conduce (un vehicul)
eat	ate	eaten	a mânca
fall	fell	fallen	a cădea
feed	fed	fed	a (se) hrăni, a da de mâncare
feel	felt	felt	a simţi
fight	fought	fought	a lupta
find	found	found	a găsi
fly	flew	flown	a zbura
forbid	forbade	forbidden	a interzice
forget	forgot	forgotten	a uita
forgive	forgave	forgiven	a ierta
forsake	forsook	forsaken	a lăsa, a părăsi
freeze	froze	frozen	a îngheţa; a degera
get	got	got	a obţine
give	gave	given	a da
go	went	gone	a merge
grind	ground	ground	a (se) măcina; a (se) ascuţi
grow	grew	grown	a creşte
hang	hung	hung	a agăţa, a atârna
have	had	had	a avea
hear	heard	heard	a auzi
hide	hid	hidden	a ascunde
hit	hit	hit	a lovi; a atinge, a nimeri
hold	held	held	a ţine, a reţine, a cuprinde
hurt	hurt	hurt	a vătăma, a pricinui durere; a păgubi; a jigni, a ofensa; a face rău, a strica
keep	kept	kept	a ţine, a păstra; a observa, a respecta
knit	knit,-ed	knit sau knitted	a împleti, a tricota, a croşeta
know	knew	known	a şti, a cunoaşte
lay	laid	laid	a pune, a aşeza
lead	led	led	a îndruma, a conduce
lean	leant	leant	a (se) rezema

Infinitive	Past Tense	Past Participle	Translation
learn	learnt learned	learnt learned	a învăța, a afla
leave	left	left	a lăsa, a părăsi; a pleca
let	let	let	a permite
lie	lay	lain	a fi culcat, a fi întins; a zăcea
light	lit lighted	lit lighted	a (se) aprinde
lose	lost	lost	a pierde
make	made	made	a face
mean	meant	meant	a însemna
meet	met	met	a întâlni
mistake	mistook	mistaken	a înțelege greșit; a confunda
mow	mowed	mown	a cosi, a secera
pay	paid	paid	a plăti
put	put	put	a pune
read	read	read	a citi
ride	rode	ridden	a călări
ring	rang	rung	a suna
rise	rose	risen	a se ridica, a se scula (în picioare), a se înălța
run	ran	run	a alerga
saw	sawed	sawn	a tăia cu ferăstrăul
say	said	said	a spune, a zice
see	saw	seen	a vedea
seek	sought	sought	a căuta
sell	sold	sold	a vinde
send	sent	sent	a trimite
set	set	set	a așeza, apune; a regla, a fixa
sew	sewed	sewn sewed	a coase
shake	shook	shaken	a clătina, a scutura
shave	shaved	shaven	a se bărbieri
shine	shone	shone	a străluci, a sclipi
shoot	shot	shot	a trage; a ținti; a împușca
show	showed	shown	a arăta
shrink	shrank	shrunk	a se contracta, a se strâmta, a se strânge
shut	shut	shut	a închide
sing	sang	sung	a cânta
sit	sat	sat	a se așeza, a lua loc, a sta jos
sleep	slept	slept	a dormi

Infinitive	Past Tense	Past Participle	Translation
slide	slid	slid	a aluneca
smell	smelt	smelt	a mirosi, a avea miros
sow	sowed	sown	a semăna
speak	spoke	spoken	a vorbi
spell	spelt	spelt	a silabisi
spend	spent	spent	a cheltui
spill	spilt	spilt	a (se) vărsa
spin	span	spun	a fila, a toarce
split	split	split	a despica, a crăpa
spoil	spoilt	spoilt	a prăda, a jefui, a despuia, a păgubi, a ruina, a strica
spread	spread	spread	a întinde; a împrăștia
spring	sprang	sprung	a sări
stand	stood	stood	a sta în picioare
steal	stole	stolen	a fura
stick	stuck	stuck	a înfige; a lipi
strike	struck	struck	a izbi; a ciocăni; a lovi; a bate
swear	swore	sworn	a jura
sweep	swept	swept	a mătura
swell	swelled	swollen	a umfla
swim	swam	swum	a înota
take	took	taken	a lua
teach	taught	taught	a preda, a învăța pe cineva
tear	tore	torn	a rupe, a sfâșia
tell	told	told	a spune a povesti
think	thought	thought	a gândi
throw	threw	thrown	a arunca
understand	understood	understood	a înțelege
undo	undid	undone	a anula, a desființa
undertake	undertook	undertaken	a lua asupra sa
upset	upset	upset	a răsturna, a dezorganiza
wake	woke	woken	a se deștepta
	waked	waked	
wear	wore	worn	a purta
weave	wove	woven	a țese
weep	wept	wept	a plânge

FUNCTIONAL INDEX

FUNCTIONS

ACCEPTING

Yes, of course!
Yes, I will, I can, etc.
I don't mind **going** to this party with you.
I'd be pleased (happy) to help you.
All right! O.K.! Sure!
If you like! Why not?
That's a good idea!
That would be lovely (great/fine)!

ADMIRATION

It's really gorgeous!
What a beautiful motorbike!
How nice she is!
Isn't it marvellous?
That's wonderful! (great, terrific, fantastic, smashing, etc.)
You're so strong!
She's such a clever girl!
This is supper!
Well done!
Congratulations!
How wonderful **(extraordinary,** etc.)!

ADVICE

You should learn another language.
You shouldn't watch T.V. so often.
You ought to stop smoking before it's too late.
Couldn't you play in your bedroom?
You could read a **good** book instead.
You'd better look for another flat.
If I were you, I'd take a holiday now.
Why not go for a walk, you look tired.
In your position, frankly, **I'd** resign.
Why don't you go for a walk? You look tired.
He might try another doctor.
I suggest you stop behaving like a kid.
I('d) advise you to see a doctor.

AGREEMENT TO APPRECIATION

Cf. Accepting
So am I.
So do I.
Neither do I, etc.
I quite **agree with you.**
I think **he's right. How right** he is!
Definitely! Of course! Absolutely!
Exactly!
This is quite true!
He's right to say (in saying) that this problem will never be solved.
I couldn't agree more with what you say.
I must admit (It's a fact) that she's quite bright.

CAPACITY

I bet **I can** jump higher than you.
She can speak six languages.
You'll be able to run again in about a week.

Don't worry. **I'll manage to** repair the roof.
I know **I could have bought** some butter, but the shops were all closed.
Now that the £ is stronger, **it's possible for him to** buy a house.
Money **enables** people **to** do a lot of things!
Sleeping **helps** me feel better.
They succeeded in handling the situation.

CAUSE

He stayed at home **because** he felt rather ill.
As he hadn't finished his homework, he didn't go to the cinema.
Mend that chair yourself, **since** you're so clever!
He couldn't run for too long **because of (on account of)** his asthma.
That is the reason why (That's why) she wasn't there last night.
It's precisely because I don't agree with her hat I find her conversation so interesting.
I think he killed her **out of** jealousy.
In that case, I won't see her any longer.
Well... **Perhaps it's because** she's so young.

COMPARISON

You say your car's faster **than** mine, prove it!
He has been **more** determined **than** ever.
There's **more (less)** money in my bag **than** yesterday!
You eat much **more than** you used to!
It's not **as (so)** difficult **as** I expected.
He's got **the same** nose **as** his father.
She sings **like** a bird.
This house is **similar to** my grandfather's.
She plays poker **as if** she had done it all her life.
You talk **as though** you knew everything!
Don't worry, it might be **worse**.
Your father gets **more and more** irritable.
There's **less and less** sauce in their ravioli!
The **more (less)** I see you, the **more (less)** I love you.

COMPLAINING

Honestly! For goodness' sake!
Enough is enough!
I'm fed up with you!
I'm fed up (with) waiting for him!
I'm sick of hearing you!
I've (just about) had enough of all this!
I'm tired of working so much.
That drives me mad / crazy.
He (what) really gets on my nerves (is...).
You are the limit (the end)!
You make me sick!
What a nuisance you are!
How boring it was!
What are you complaining (moaning/ grumbling) about?

CONCESSION

In a sense (Up to a certain point / After all), what she says is quite sensible.
That may be so, but it's a bit far-fetched.
I guess (suppose) you're right, but...
In a way (To some extent), he might be right.
You may be right, but you shouldn't tell her.
I admit that you've made a good point.

That's all very well, but I stick to my point.
You're not entirely wrong, but (however/ yet/ nevertheless / still)...
Although I'm (well) aware of the problem, I'd rather say that...

CONDITION AND HYPOTHESIS

If it's fine, **we'll** go to Sandy Bay.
If it was (were) cheaper, **we'd (we would/could)** definitely travel by plane.
Supposing you won £ 10,000, what **would you** do?
If you hadn't been so careless, **you wouldn't have bumped** your head!
You touch that gun, Sheriff, **and I'll** kill you!
Suppose I were poor, **would you** help me?
You won't find it **unless** you open the box.
You can go out tonight **provided** you ask me.
Even if (though) he wanted to, **he couldn't take** himself seriously.
You'd better listen to what he says **otherwise (else/if not)** you'll regret it!

CONSEQUENCE

If she really insists, **then** I may say "yes".
It implies (means) that he's not guilty.
He's rich, **therefore (consequently/so/ as a consequence/as a result)** he can afford to buy anything.
The crisis **entails** tremendous consequences.
She's **so** kind **that** she will surely welcome you.

CONTRAST AND CONTRADICTION

I haven't got a guitar, **but Jenny** has.
I didn't say she **loved** you, I said she **liked** you!
A: **You didn't** move all day! B: **I did** go for a short walk!
A: **You were** watching that girl (boy)! B: **I wasn't! (I was not).**
You weren't at the match yesterday, **I was!**
She hates watching TV **whereas (while)** her husband loves it.
A: **This is not** funny at all. B: **Yes, it is!**
On the one hand she said she would do it, **but on the other** she acted quite differently.
On the contrary! That's exactly what I said!

DESIRE AND WISHES

I want to go there with you, please.
I want you to listen carefully to what I'am saying.
I wish I had a faster bike.
I'd like to go to that Indian restaurant.
I'd love to see that film.
I wish you'd buy me that necklace.
I'd like you to throw that cigar away.
If only you weren't 7 feet tall, Georgia...
Do you feel like going to the theatre tonight?
I'm (quite) willing to dine with you, provided you take me to the restaurant!
I'm dying to meet him!

DETERMINATION

This is the girl I want to marry!
This is the very man I've been trying to find.
That's the girl I'm going to go out with!
I'm definitely going to divorce him!
I'm marrying him, with or without your consent!
I will see her, whether you like it or not!
He was determined to win.

DISAGREEMENT TO CRITICISM

I don't agree with what he said.
I disagree entirely (I rather disagree) with his position on nuclear weapons!
You can't be serious! You must be joking!
I couldn't agree less with your last statement.
You must be out of your mind! She can't be so cruel!
I think **he's wrong.**
Certainly not!
I don't see it that way.
This is ludicrous! Nonsense! Rubbish!
I (can't but) object to what you've just said.
It's beside the point!
This is totally irrelevant!
This has nothing to do with the question!

DISLIKING

I hate all kinds of fish.
She hates (dislikes) having to get up early.
I don't like him **very much (at all).**
I resent being told what I've got to do.
I can't stand waiting for a bus for hours!
My sister can't stand (detests) carrots.
I can't bear getting up early in the morning!
That film was **really awful... terrible... dreadful... revolting...** etc.
I really **don't care for (fancy)** those big cars.
I can't put up with this sort of life!
Your behaviour sickens me!
Those people are unbearable!

DURATION

I'm using an old bike at the moment. The new one hasn't arrived yet.
I'm experimenting with this machine for a month. I hope it'll work!
I've been trying to call you **for** more than an hour!
She worked for Rolls Royce **for** a month and left.
It's at least **three years since** I last saw them.
I've not eaten such a good hamburger **since I left** my mother!
He keeps talking all the time.

EMPHASIS

I did tell you he was in love with you!
She **is** a nice girl, isn't she?
Sheila **made** that delicious curry!
It's John **who** told me I didn't invent it!
Those films I don't like **at all!**
Come on, your problem **isn't that difficult!**
I insist on seeing the manager at once!
They're **(really)** nice **indeed!**
Surely, you don't believe him!
You're **absolutely (quite)** right!
She speaks **fairly** good English.

FREQUENCY

He **often... sometimes... never... always... usually... seldom... rarely...** etc. goes out.
When my grandmother was younger, **we would often** go fishing together.
How **often** do you wash? **Once a** month?
Once in a while, I sleep until noon.
Most of the time, these shops will offer you **a** discount.
He's late... **as usual.**
She **hardly ever** reads the paper.
Do you **often** see her? - Not really, just **occasionally (from time to time).**

FUTURE

We'll buy this flat as soon we've saved enough money.
She's going to buy a new TV set.
Careful! That rock **is about to** fall!
The new supermarket **opens tomorrow**.
They're coming to see us.
From now on, I refuse to talk to him.
I'll tell you **when he comes**.
Do you know **when he will come**?
Some day (One of these days), I'll be famous.

GETTING SOMEONE TO DO SOMETHING

He wanted her to listen to him but she wouldn't!
She made me sweep the floor!
I had them write a long essay.
I'll get (force) you to confess, Bernard!
He persuaded (convinced) me to come to school today.
I had my car repaired.

GIVING ONE'S OPINION

As far as I am concerned (Personally), I think there's no other possible outcome.
I have the feeling that we're not welcome.
In my view (opinion / To my mind), she completely misses the point.
I feel (believe) that we should leave now.
At first sight (glance), I agree with you, but **on second thoughts, I should say** that you're wrong!
My view is that he's hiding his true motives.
As for me, I'd choose the other solution.
Now **I realize** how stupid I was!

INCAPACITY

It's (too) difficult (hard) for me to understand his arguments.
Sorry, sir, **it's quite impossible for us to** give you an immediate answer.
He can't even use a screwdriver!
They didn't (couldn't) manage to open the garage door.
They weren't able to finish in time.
Sorry, **I'm totally unable to** go to this inverview.
When I was a child, **I couldn't** ride a bike...
She's incapable of telling the truth.
I can't help loving her...
High taxes **will not enable the** economy **to** recover.

INTENTION

He's leaving tomorrow.
I'm going to change jobs.
She's thinking of getting married again!
He's determined not to give up.
What **are you planning to** do this summer?
Do you really **intend to** smoke that awful cigar?
We want to visit all the temples.

LIKING

I like watching spaghetti westerns on TV.
She enjoys going for long walks by the sea.
My sister is very fond of the Beatles.
I just love the way Robert Redford walks!
She (just) loves (adores) skateboarding with her grandchildren.
Mint sauce is very nice (delicious, etc.), isn't it?
Are you keen on (Do you fancy) Chinese food?

I'm crazy (mad) about this book!

OBLIGATION

It's necessary for you to be at the airport at 9.00.
You're to stay in bed for at least a week.
But **you must** give that money back!
You'll have to take an early train.
Remember, Cinderella, **you've got to** leave the ball before midnight!
You need to see a dentist.
You're requested to leave immediately!
They were forced (compelled) to abandon the project.

ORDERS

Go away! Don't run!
Do be quiet for a minute! I'm trying to think.
You bring that ball back immediately, stupid dog!
Can't you be quiet for a second!
Will you stop arguing!
I'm telling you, you must leave at once!

PAST

There used to be a tree there.
Kids are no longer what **they used to be...**
Long ago people were more courteous...
In the past parents were more strict.
He had **once** asked me to marry him.

PERMISSION

You may play the saxophone, but not too loud.
You can go out now, Johny.
You're allowed to smoke in the hall only.
I hope **they'll let us** get in.
They allowed us to leave early.

POSSESSION

I have (got) twelve brothers, **but I don't have (haven't got)** any sisters.
The smaller house is mine.
Whose jeans are those? - **They're mine.**
Those trousers are yours, I suppose.
You see that pretty girl? Well, **she's an old girlfriend of mine!**
Are those **Janet's records**? - No, **they're Bob's.**
Your seat is here, but **Jimmy's is** further down.
That's my own video-recorder I'm using.
The other video-player **belongs to** the club.
He owns at least seven hotels in Saudi Arabia!

PROBABILITY: FROM UNCERTAINTY TO CERTAINTY

It might rain tomorrow, be careful on the road.
They could arrive sooner than we expected.
They might be at home, but **I rather doubt it (it's quite doubtful).**
The railway workers may go on strike soon.
I don't realy know why he's so late. **He may (can) have missed** his train.
I think (suppose, believe) they had good reasons for not coming.
It looks as if it were going to rain.
Perhaps (maybe) he's ill.
The bell's ringing: **that will be** the postman.
He should be in London by now.
It must be a mistake! This is not my umbrella!
I'm sure (certain / convinced) you're very tired after such a hard day's work.

He must have forgotten our appointment.
Our teacher can't be wrong! **He can't have made** such a gross mistake!
You're not likely (You're unlikely) to see me again in our filthy restaurant!
She's likely to arrive at any time now.
It's obvious (Obviously) he has forgotten us.
He's sure to (It's sure he will) come to the party.
I'll never come back, and **that's for sure!**
They're bound to get into trouble!
I'm positive I saw him last night!

PROHIBITION

You can't lie on the grass! **It's forbidden (prohibited/not permitted)!**
No one may borrow more than one book.
You're not allowed to open that door.
You mustn't (aren't to) touch this guitar.
Please, **do not** put litter on the grass.
No smoking **allowed.**
No swimming beyond this point!
No, my lad, **you may not** leave that room!
You're not supposed (expected) to laugh!
I won't have (let) you talk like that!

PROPOSING

Have another pint! It won't hurt you.
Will you have lunch with us?
Won't you join us?
Would you like to go to a restaurant?
Would you like another glass of sherry?
What about going for a swim tonight?
How about a bicycle race? I bet I can beat you!
Say, **why don't we (why not)** play poker?
Let's go to Rocky Point, **shall we?**
We could have a pint after the film, **couldn't we?**
Shall we try to go on holiday in June this year?
I suggest that we leave immediately.
Don't you think we should (could) wait for her?
Shall I help you?
What shall I offer you? Flowers or chocolates?
Which cake do you prefer (would you rather have)?

PURPOSE

What did she learn Japanese **for?**
He works a lot **in order to** get a good job.
He stopped smoking **so as not to** ruin his health.
They saved $ 2 000 **to** buy a new car.
I bought these magazines **for you to** read.
I moved to the country **so that** my baby would stop coughing.

QUANTITY

Thirty people rang this morning!
A lot of (Lots of) people were there.
There's **no** tea left.
There were **few** people at the show.
I can manage with **very little** money.
It means **a great (good) deal of** trouble.
How much money have you got?
How many children has she got?
How far is it from the station?
How deep is the well?
This canyon is **three miles wide.**
The village is nearly **ten miles away.**

REFUSAL

He flatly refused to help me.
She won't come if Ted is here.

She'll never accept (agree) to leave her family.
Kissing you on a first date! **It's (completely) out of the question!**
He's quite reluctant to show his real feelings.
They were unwilling to talk about it.
I have no intention of going out tonight

REGRET

I'm sorry I couldn't be at your wedding.
Excuse me (Forgive me/I apologize) for being so late.
I wish I had seen this film!
We should (shouldn't) have left the door open!
If only I had bought a better car, I wouldn't have had this stupid accident!
Why didn't I work at school! It's too late now...
What a pity you weren't at the party! You missed him by an inch! **(That's) too bad...**

REPORTING

He says he will soon join the Navy.
He said he was unable to drive such a big car.
She said that she would come with you.
He asked if he could leave immediately.
She wondered whether he had understood.
He told me that I had to come at once.
They told the policeman that **they would have stopped if they had heard** him.

REPROACH

You shouldn't watch TV so late at night!
You should (might, could) have told us!
I wish you were nicer with your sister!
I wish you had been more polite!
Why didn't you stay with us?
If only you had married me instead of Ronald!
Couldn't you (Can't you) make less noise?
I'd rather you didn't answer back!
I'd rather you hadn't spent all your money!
Instead of spending your time reading comics, **you should (you'd better)** prepare your exam!
What a disgrace (a shame)!
How can (could) you?

REQUEST

Will you help me find my umbrella, please?
Would you lend me some money?
Brother, **can you** spare a dime?
Could I have another cup of that delicious tea?
Can I leave now, sir?
May I ask your name and address, young man?
Do (Would) you mind switching that TV off?
Do you mind if I open the window?
Could you tell me where San Diego is, please?

SUMMING UP ONE'S IDEAS

Roughly speaking, I'd say he is right.
On the whole (All things considered), I feel you're not far from the truth.
In other words (In a word), he's silly!
To sum up (To conclude/In conclusion) I'd say he's both right and wrong...
After all (All told), she's not such a bad girl.
All in all, things could be worse.

SURPRISE

I'm surprised at her behaviour.
Really? Is that so? You didn't say so!
You're (You must be) kidding (joking)!
My goodness! Good gracious (Lord/Heavens)!
That's incredible (amazing)!
Isn't that surprising (amazing)?
How incredible (amazing/surprising)!
You're not serious! Don't make me laugh!
I don't believe a word of it!
That's (a bit) hard to believe!
No! Did she (really)?
I can't believe it!/It's unbelievable!

LEXICAL INDEX

1. Light, sounds and the senses

The eyes

n. eye, eylash, eyebrow, eyeball, pupil - sight, view, vision

a. sharp ≠ dull, keen - (in) visible - blind - blurred

v. see, watch, examine - glance, glimpse - gaze, stare - make out - spot - spy (on)

Light

n. light, ray, beam - sun, sunshine.

a. bright, clear, brilliant, shiny, glowing

v. et n. flash, glow, gleam, glimmer, dazzle

Absence of light

n. shade, shadow, darkness.

a. dull, dim - dark gloomy - shadowy

v. darken - shade

Hearing

n. ear, hearing - sound, noise, din, racket (*id.*) - silence.

a. loud, **noisy - silent, noise**less, quiet - sharp dull, harsh.

v. et n. bang, crash, rattle, pop - ring - rustle - clang

Human voices

n. voice - chat = conversation, speech, talk.

a. loud, low - clear, hoarse - high ≠ low pitched

v. speak with (to), talk (to, with), say - ask, answer (*tr.*).

v. et n. chatter (= chat), mumble mutter, whisper (*id.*) - stammer - shout, call, cry, scream, shriek, howl, growl, yell - exclaim, cheer.

Touch

n. touch, contact, feel - caress - skimm = brush against

a. soft ≠ hard - rough ≠ smooth

v. touch, contact, feel, stroke = caress - tickle - scratch

Pain

n. pain, ache, headache, toothache, back-ache, etc. - cramp.

a. painful - dull ≠ sharp - stabbing

v. ache, hurt - pain.

Taste

n. taste, flavour

a. good ≠ bad - delicious, tasty ≠ tasteless - sweet ≠ sour, bitter ≠ sweet - salty - delicious, scrumptious

v. taste = try, appreciate

Smell

n. smell, scent, odour

a. fragrant, perfumed - smelling, stinking

v. smell - stink - sniff

2. Landscapes

Flat lands

n. plain, prairie (U.S.), horizon, space - desert - expanse.

a. flat ≠ undulating - immense, vast, wide = large.

v. stretch, expand (*id.*).

Hills and valleys

n. hill slope - valley, gulch (U.S.: *ravin*), hollow - canyon.

a. undulating, hilly - ragged.

Mountains

n. mountain, range - ridges, peaks - top, summit - volcano - glaciers, snow, ice - valleys - cliff - view.

a. mountanous - steep, sharp.

v. climb.

Forest

n. trees, trunks, leaves, etc. - shadow, darkness.

River

n. river - torrent, brook - side, riverside, bank - spring mouth, delta - fall, waterfall (Niagara Falls), cascade - canal - lake, pond, lagoon, marsch - current.

a. swift ≠ slow - wide ≠ narrow - deep ≠ shallow.

v. cross.

Sea

n. sea, ocean - wave, surf - high # low tide - current - coast - beach, shore, sand, pebble rocks, cliff - gulf, bay, cape - island.

Pollution

n. air / noise / water / land pollution - fog, smog, fumes, acid rain - oil slicks, tanker, wastes - pesticides, detergents, chemicals, fertilizers - polluter, pollutant ≠ environmentalist, ecologist - conservation, ecology - disaster, damage, exhaustion.

a. artificial ≠ natural - non-polluting - non-biodegradable - polluted, noxious - ecological - alarming.

v. save, conserve, preserve, respect ≠ destroy, endanger, pollute, ruin, exterminate, use up (resources), upset - prosecute, demonstrate pass (a law) - protect ≠ threaten.

3. The body and its activities

The head and face

n. skull - hair, moustache, beard - eye, nose, cheeks mouth, lips, teeth, tongue, chin, neck, forehead.

a. (hair) black, dark, brown, blond(e), red, dyed grey, bald, curled straight - (nose) sharp, roman, snub - (lips) thin, full - chubby - (skin) white, pale, pink, ruddy, brown, tanned - grey-haired, blue-eyed, etc. - ugly ≠ beautiful, good-looking, handsome, pretty.

v. smile, laugh, grin - weep = cry - frown, make a face - eye - nod.

The limbs

n. limb - arm, shoulder, elbow, wrist, hand, palm, thumb, finger, fist, nail - leg, thigh, knee, shin, foot, toe, heel, ankle.

a. strong ≠ weak - supple ≠ stiff - long ≠ short, long armed, short-legged, etc. - skilful ≠ clumsy = awkward.

v. hold, catch, grasp, clench - strike, throw - stretch - point - wave - kick, trample tread on.

The body itself

n. trunk, chest, breasts, back, sides - stomach, liver - throat, lungs - heart, (blood) vessels, arteries, veins, pulse - kidneys - skin, sweat, hair.

a. lean, thin ≠ big, fat - tall ≠ short (cf. health).

Activities

v. (non-activity, positions): stand, sit, lie, kneel.

a. motionless, still, lazy, idle.

v. (activity): move - walk, run, hurry, rush, dash - leap = jump, come ≠ go, arrive ≠ leave, start, stop - enter - bring, take to, take away, carry, remove - pull ≠ push - open ≠ close - shut - climb - shift - slip.

a. quick = rapid = fast ≠ slow - active = busy.

Particules and prepositions of mouvement, about - across - along - away - back - down - in - off - on - out - over - round - through - up.

Sports

n. sports - athletics, gymnastics - football (G.B.: soccer), rugby (G.B.: rugger), American football - cricket (G.B. and Commonwealth), baseball (U.S., Japan, Cuba) - tennis, hockey - skiing, swimming, surfing - team, coach, referee.

a. indoor ≠ outdoor - violent ≠ quiet - amateur ≠ professionnal.

v. win, lose, draw.

Disease

n. disease = illness, sickness, epidemic, complaint - pain = ache, temperature, fever - doctor, nurse - health.

a. healthy ≠ ill - sick (U.S.), well (better) ≠ unwell (worse) - painful, sore, aching - sickly - unhealthy.

v. cough, sneeze, blow one's nose - chocke - vomit = be sick - ache = hurt.

4. People, their ways and characters

Characterisation

n. person, individual, character - type - personality, look - quality, feature, characteristic.

a. characteristic, proper, individual, specific, typical - commonplace, common - particular, exceptional, unusual.

v. characterize, mark.

Characters

n. behaviour, character, disposition, temper, mood.

a. easy-going, quiet - happy, cheerful - anxious, depressed, irritable - sad, miserable - proud ≠ ashamed - strong ≠ weak - timid, shy, self-conscious - reckless - fickle - bold = daring, courageous ≠ cowardly - kind, generous, helpful ≠ selfish, self-centered, stingy, greedy - emotional - cruel, cynical - touchy - canny = cunning - vain = conceited.

Temper

a. good ≠ bad - hot ≠ cold - awful, terrible -pleasant, charming - quick-tempered.

Habits

n. habit, tendency, inclination

a. normal, habitual, usual (and the adverbs) - mechanical, automatic - prone (to) = inclined (to), liable (to)

v. will, would (see grammar) - tend (to).

Wanting

n. hope, expectation - will, desire, want - lack - optimism ≠ pessimism.

a. wilful, willing to resolute, determined to.

v. want = demand, wish long for = aspire = dream of, care (for), fancy = miss.

5. Emotions

Joy and pleasure

n. joy, pleasure, delight, enjoyment (*id.*), satisfaction, contentment.

a. content, glad, pleased (with) - joyful, carefree - happy, delighted, cheerful = light-hearted.

v. enjoy (something) - please (s. thing pleases s. one) - delight satisfy.

Sadness

n. sadness, sorrow = grief, misery - anxiety, worry, distress - despair, depression

a. sadd, unhappy, miserable - depressed = dejected - anxious, worried, distressed - hopeless, desperate, gloomy, down-hearted.

v. sadden - worry, disturb - distress. depress - despair, grieve.

Anger

n. anger, bad temper, irritation, rage.

a. angry, wild, furious = mad (U.S.), infuriated (by), outraged - irritating, annoying.

v. anger, provoke, annoy - enrage, infuriate - quarrel - blow up.

Fear

n. fear, fright, scare, terror.

a. (causing fear) fearful, frightful, awful = terrible = horrific, dreadful, (an awful, a dreadful dress) - (feeling fear) afraid, frightened, scared, nervous, anxious, shocked.

v. frighten, scare, terrify - strike (with), paralyze - be afraid: I'am afraid the coffee is just warm - shrink (back) - dread - shudder.

6. Activities of the mind and communication

Thinking

n. thought, mind, brain (brains = *intelligence*), reason, reflection, logic - judg(e)ment - idea, notion, awareness.

a. mental, intellectual - logical, abstract, thoughtful, rational, wise - clever = intelligent, bright = brilliant, smart (often U.S.: clever) - stupid, silly, mad.

v. think, meditate, reason, reflect - suppose, guess. U.S. : conceive - judge, estimate, assess, weigh - understand, realize, be aware

Reasoning

n. reason, reasoning, wisdom - logic, deduction, conclusion - hypothesis, theory - intuition - cause, consequence - paradox - point of view, viewpoint, argument, debate - synthesis - proof, evidence.

a. balanced, coherent, wise obvious, careful, logical, sensible, sound ≠ unsound - true ≠ untrue - comonplace.

v. reason, deduce, conclude - prove, demonstrate, show.

Memory

n. memory, memories - reminder.

v. remember = recall, recollect ≠ forget - remind (s. one of s. thing) - overlook

Imagination

n. imagination = fancy, fiction, fantasy, image.

a. imaginative, dreamy - imaginary, fanciful, fabulous.

v. imagine, fancy, dream, foresee, picture.

Communication (speech)

n. speech, statement, language - voice, words.

a. low ≠ loud (*volume*), low ≠ high, silent ≠ talkative.

v. talk (to, with someone), speak (*intr.*) - tell (s. one s.thing) = inform, say (s.thing to s.o), tell (a story) - pronounce, utter - deliver (a speech) - state - address (s.o.) - assert.

Communication (exchange)

n. conversation, talk, talks, negotiations, chat - discussion = argument - question ≠ answer - advice.

a. objective ≠ subjective - quiet ≠ lively, hot (debate) - partial, biased ≠ impartial, unbiassed.

v. discuss, debate, argue - suggest, propose, insinuate = hint - advise, persuade, convince - contradict, refute - question ≠ answer - agree ≠ disagree - admit ≠ deny - interrupt.

Learning

n. learning ≠ teaching, education - knowledge, culture - permanent education, retraining.

a. literate ≠ illiterate - ignorant - educated - erudite = learned = well-read - self-taught.

v. learn ≠ teach - educate - explain, expose - understand, remember, know.

7. Feelings and appreciation

Feelings

n. sentiment, instinct, feeling.

v. feel.

Positive feelings

n. love, liking - fondness, affection - desire, passion - preference - admiration, respect - confidence = trust.

a. loving, affectionate, fond of, devoted partial (to).

v. like, love, be fond of, be keen on, fancy - appreciate - prefer = like better - trust.

Inspiring positive feelings

n. attraction = appeal - charm, beauty, interest.

a. attractive, appealing, enchanting, fascinating, captivating, charming - popular, interesting - likeable, lovable, adorable, touching, moving.

v. attract, appeal (to), charm, fascinate - interest.

Negative feelings

n. dislike, hate = hatred, disgust, repulsion - indifference - jealousy, envy - spite = malice, resentment - contempt = scorn.

a. hostile, hateful - indifferent, reserved, cool, cold - jealous - spiteful - scornful, haughty - cruel, pitiless.

v. dislike, detest, hate - can't stand, can't hear - despise = scorn - laugh at.

Inspiring negative feelings

a. unattractive, unappealing - unpopular, uninteresting - disguising = revolting = repulsive = repellent.

v. disgust, repel put off.

8. Judgements and evaluation

Judgement

n. assessment, analysis - criticism, critic - examination - admiration

a. favourable ≠ unfavourable - indulgent = lenient ≠ severe - fair ≠ unfair - legal ≠ illegal.

v. like, dislike, prefer (v. 7) - judge, criticize, assess - admire - despise, run down.

Motives of judgement

n. motive, reason = grounds - arguments.

a. false ≠ true - good ≠ bad - right ≠ wrong.

Artistic judgement

n. art - manner, style, method - appreciation, criticism = review

a. beautiful, fine, lovely, picturesque, original - great, unique, splendid, superb - (artist) gifted, clever, intelligent, sensitive, strong, delicate, etc.

v. appreciate, admire - review - praise ≠ criticize.

Moral judgement

n. morals - approval ≠ disapproval, dismissal - blame, accusation, denunciation - fault, defect - indulgence, permissiveness - severity = harshness.

a. moral ≠ immoral - right ≠ wrong - good ≠ bad = evil = wicked = heartless, honest ≠ dishonest, sincere ≠ insincere - permissive ≠ strict = harsh, severe - perfect = faultless - unscrupulous.

v. approve (of), be in favour (of) - allow, accept - blame, condemn, denounce, accuse, forgive - lie.

Intellectual judgement

n. intelligence, fight = knack, talent, cleverness, capacity, skill = ability - idiot, genius - insight

a. intelligent ≠ stupid, clever, perceptive, bright = brilliant, gifted, talented, competent, capable, skilled - efficient - awkward, foolish, silly, absurd - mad, crazy.

9. Social attitudes

Acceptance

n. acceptance, tolerance ≠ intolerance, understanding, agreement ≠ disagreement, approval ≠ disapproval, hostility - peace, compromise - belief.

a. negative - tolerant ≠ intolerant - understanding - liberal, open, open-minded ≠ narrow-minded - conventional, dutiful, law-abiding.

v. tolerate, understand, accept, believe - have blinkers - obey, conform.

Friendliness

n. friend, acquaintance, (social) mixer, neighbour - ally, partner, associate - friendliness, sympathy, compassion, agreement, friendship.

a. friendly, amiable, sympathetic - intimate = close (friend) - sociable - warm, cordial.

v. be friends (with), make friends (with), mix with, get along (with) - welcome, greet - sympathise, confort, encourage, support - share - owe.

Isolation

n. loner, outsider, misfit, non-conformist, rebel - isolation, loneliness, solitude, rejection, segregation, distance, diffidence.

a. lonely, solitary, lonesome - reserved, different - distant, remote, cool, cold.

v. forget, ignore, avoid, keep away (from), reject = cast away, separate, set apart, exclude.

Hostility

n. enemy, opponent, antagonist, contender - enmity, hostility, antagonism - prejudice; be prejudiced against.

a. hostile, unfriendly, unsympathetic - nasty, malicious - opposed, contrary, unfavourable, subversive, rebellious, provocative.

v. rebel, reject, defy.

Violence

n. aggression, violence, hate - anger, rage, passion, fury - mugging.

a. brutal - aggressive, violent, offensive.

v. attack, assault - kill, injure.

10. Religion and other beliefs

Religions

n. Christian (-ity), Catholic (-ism), Protestant (-ism), Orthodox - Jew (Judaism), Moslem, Muslim (Islam) - Buddhist (Buddhism), Hindu (-ism) - fetishist, heathen = pagan, idol - church, temple, synagogue, pagoda - faith - doctrine, belief = creed - cult - believer ≠ unbeliever, atheist - fanatic, fanaticism - follower, disciple.

a. religious, devout, pious, faithful.

v. believe (in) - worship = adore - follow.

Christianity

n. God, Jesus (Christ), the Lord, the Holy Ghost - the Virgin Mary, the Saints (Catholicism) priest, bishop, archibishop, the Pope, monk, nun, convent, abbey, mass, heaven = paradise ≠ hell, angels, church - (Protestantism) temple, chapel, minister, preacher, evangelist - (common to both) the Bible (Old ≠ New Testament), the Gospel = New Testament, soul, spirit, sin, virtue, grace, salvation - Satan, the Devil.

v. believe, worship - pray, confess, preach - baptize = christen.

Religious practice

n. prayer, worship, Sunday school teachings - church-going, church-goer.

a. religious, faithful, pious, charitable.

v. go (to church, chapel, etc.), attend (mass) - pray, confess - convert - repent - save - forgive.

Other beliefs

n. belief, faith - superstition, (black/white) magic, myth(ology), fanatic(ism), witchraft - opinion, sect - pagans - witch, warlock, witch doctor, wizard, medicine man (Indian, U.S.) - political belief - personal conviction.

a. superstitious - magical, mythical - faithful - fanatical, tolerant

v. work (a miracle), conjure up (a spirit), cast a spell, curse.

11. Human communities

The family

n. parents, father (husband), mother (wife) (parents: only father and mother), dad (G.B.; U.S.), pop (U.S.), mum (G.B.), mom (U.S.) - child(ren), son, daughter - brother, sister - relatives, uncle, aunt, nephew, niece, in-laws (father-in-law, mother-in-law, etc.) - grandfather (-mother), grandchildren, grandson (-daughter) - authority, permissiveness - link, widow, widower, bachelor.

a. parental, paternal, maternal, familial - strict ≠ permissive - (closely) knit.

v. bring up = raise (U.S) = nurture - adopt - marry (s.o.), get married (to s.o.), divorce (s.o.) - be single.

Nations

n. nation(ality), country, land, state - citizen, citizenship - flag - nationalism, patriotism - homesickness - (parts of the country) region, province, district, country (G.B.), state, country (U.S.) - town, city, village, community - foreigner, stranger.

a. national - native ≠ alien = foreign - regional, local, provincial.

v. belong (to) - immigrate, emigrate.

Classes

n. a. social class, social background, upper class - nobility, aristocracy - middle class, bourgeoisie, borgeois, suburban (G.B.: petit borgeoise), lower class, working class - the proletariat the masses, underclass - class struggle, class barriers - social status - unemployed, jobless - the rich ≠ the poor - rich, wealthy, wel-off ≠ badly off, needy.

v. look up to ≠ look down upon, envy, hate = resent, despise, ignore, reject, isolate.

Work communities

n. job, occupation, position - farmer, agricultural worker - industrial worker ("blue collar"), miner - truck driver (U.S. also teamster), lorry driver (G.B.) - (the professions) doctor, lawyer, etc. - "white collar", employee, (bank, etc.) clerk - secretary, typist (dactylo) - civil servant (G.B.: the Civil Service - management, manager, director, executive staff, staff = personnel.

conflicts. (Trade) Unions, labor unions (U.S.), the Railway Union (G.B.), T.U.C. = Trades Union Congress (G.B.) - strike ("industrial action"), strike-breaker = scab, dispute (settle a dispute).

Civilization

n. culture - society, civilization, community.

a. traditional, primitive = backward ≠ advanced, technically developed - industrial - ancient ≠ modern civilizations - agricultural societies.

Races

n. attitudes towards different people (the Blacks, the Indians), racialism (G.B.) racism (U.S.), racialist, anti-racialism, etc. (cf. 9.Social attitudes).

12. Towns, small and large

Things

n. blocks (U.S.: distance between two streets, two blocks from here) - apartment blocks, office blocks, luxury hotels - skyscrapers, story, G.B.: floor storey), elevators (G.B.: lifts).

Along the streets

n. sidewalk (G.B.: pavement), curb (G.B.: kerb), mailbox (G.B.: letter box) - pedestrian, crossing, traffic lights, billboards (G.B.: hoardings) for advertisements (adverts), neon signs - buses, cabs = taxis, subway (in London: tube), expressway, freeway (G.B.: motorway), highway (U.S.; trunk road: G.B.), speed limit ticket = fine.

The city

n. district, city center (G.B.: centre), inner city = downtown ≠ uptown (U.S.), suburbs - town planning, town planner - shopping-center, department store - ghetto.

v. build ≠ destroy, pull down - widen - turn into.

People

v. passer-by (pl.: passers-by), pedestrian, driver, motorist, taxi-driver, policeman (slang: cop) - businessman, white-collar or blue-collar worker, artist, bum (G.B.: tramp) - Salvation Army Centers, Rescue Centers.

Problems

n. strike, blizzard, cold wave, heat wave, power failure - traffic, traffic jam (U.S.: tie-up) - crime, delinquent, delinquency, mugger, mugging, drugs, racial problems or tensions, unemployement, safety = security ≠ unsafety = unsecurity - gang, gangster - police, police headquarters, police precinct (U.S.), police station (G.B.), police car, etc. - slums, housing problems.

a. filthy, badly-kept, rundown, overcrowded, dilapidated - unsafe.

Actions

n. crowd, mob, line (G.B.: queue), commuter, jogger - peak/rush/business hours.

a. busy, noisy, lively (= busy), crowded, crammed.

v. hurry, move along, rush, dash, race - commute, ride (bus, taxi or train) - hang about, gather - sell ≠ buy, shop, go shopping - beg - steal (from s.o.), rob (s.o.), attack, mug, kill, injure, insult - knock down, run over - bump into - be lost, ask one's way.

13. Developed and developing countries

The world

n. West ≠ East, capitalism ≠ socialism (communism) - North ≠ South (underdeveloped countries or developing), the Western World ≠ the Third World - ally.

a. socialist ≠ capitalist - imperialist - neutral, non-aligned ≠ aligned.

Some geography

n. Europe, Britain, the United States of America - Japan - Russia - North, Central, South America - Cuba, Salvador, Nicaragua, Brazil - the Middle East, the Far East, Vietnam, Israel - Africa, North Africa, South Africa - India - China.

a. European, British (English, Welsh, Scottish, Northern-Irish) - North / South American - Japanese - Russian - African - Asiatic.

Political regimes

n. regime, political system - head of state, sovereign, king, queen, president, dictator - kingdom, republic - democracy - government, assemblies, elections - (military) coup.

a. autocratic - military - totalitarian, fascist - communist, socialist - free, democratic.

v. govern, rule - oppress - administrate (U.S.), administer (G.B.) - run (for the presidency, office, a seat), vote, elect - take (office) - seize (power) ≠ overthrow.

International relations

n. ally, alliance, treaty - isolationism, protectionism, commitment, intervention, invasion - commando, raid, occupation - blockade, embargo, sanctions - aircraft carriers, fleet, marines, paratroopers - victory ≠ defeat.

a. friendly ≠ hostile.

v. wage / make war, win ≠ lose, resist ≠ surrender - invade, colonize.

Revolt and revolution

n. riot, revolt, rebellion, subversion, revolution, guerrilla, national liberation (front) - rebel, revolutionary, partisan, terrorist, saboteur - terrorism, sabotage.

a. revolutionary, subversive.

v. rebel, revolt, rise - resist, fight.

Developed countries

n. wealth, affluence, luxury - consumer, consumer society, consumer goods, consumption, mass-consumption - material comfort, (high) technology - energy crisis, energy sources (solar / nuclear power) - employment ≠ unemployment, recession, poverty level = poverty line (below / above the poverty level / line) - the computer revolution - arms race, atom bomb, deterrence, nuclear wapons - aid.

a. well-off = wealthy = rich - overfed - mechanized, technical, sophisticated, artificial.

v. invest - produce - consume - export, sell.

Developing countries

n. poverty - famine = starvation, hunger, drought, epidemic - over-population, birth-control, population growth - shanty town, rural exodus - agrarian / land reform, urbanisation, industrialization - corruption, exploitation, inefficiency - lliteracy ≠ illiteracy - foreign aid = help, medical / food supplies - debts ≠ loans - growth, independence, survival.

a. backward = primitive - tribal, communal - illiterate, exploited, starving, hungry, over-populated - poor, destitute, homeless, jobless - industrialized, urbanised, modernized, independent, self-reliant = autonomous = self-sufficient.

v. nationalize, reform, provide, feed, improve, carry through - increase - emigrate - import.

14. Education and sciences

Education in general

n. youngsters, youths, teenagers - school, education, instruction, culture, learning - head (master /mistress), master, teacher, pupil, schoolboy, schoolgirl, schoolchildren - staff (personnel) - curriculum, exam, mark (note), essay, homework, competitive exam - term - holydays = vacations - boarding-school - scholarship.

a. primary, elementary, secondary (education) - literate ≠ illiterate, cultured, educated, learned, clever = intelligent, gifted, bright - silly = stupid, backward, poor - hard-working ≠ lazy, restless, talkative - compulsory ≠ optional.

v. know, learn, teach - question, ask, answer - copy - solve (a problem), remember ≠ forget - pass ≠ fall (U.S. slang: flunk), repeat, sit for an exam (U.S.: take a test), be promoted - study, review, outline, cram - punish, keep in, cane (G.B.).

Education in Great Britain

n. student - nursery school (age 3-4), kindergarten (age 5), elementary school (first 6 years), secondary school (last six years) - college, university - junior high school (grades 7 to 9), senior high schools (grades 10 to 12) - freshman (9th grade), sophomore (10th grade), junior (11th grade), senior (12th grade) - teacher, principal (public school), headmaster / mistress (independent school) - academic records, standards, grades, diploma (high school), degree (university).

Educational objectives

n. stepping-stone - qualifications, abilities, talents, opportunities - ambition, success ≠ failure - career - relationship(s), communication, comradeship, community (spirit), team (work or spirit) - responsibilities, leadership - goal, aim, purpose - values.

a. useful ≠ useless, productive ≠ unproductive - ambitious - social, adaptable, qualified, responsible - independent, autonomous, self-sufficient.

v. fit in, qualify, succeed ≠ fail, reach, achieve - take advantage of = profit by, make the most of - socialize, communicate.

Sciences

n. mathematics = maths, biology, chemistry, physics, etc. - scientist, chemist, mathematician, biologist, physicist, etc. - research(er), laboratory, apparatus, device, experiment - theory, proof, control - data, results, measurement, phenomenon (pl.: phenomena).

a. social, physical, biological - conclusive ≠ inconclusive - unknown, concrete ≠ abstract.

v. carry out = do (an experiment), publish (results) - test, compare, analyse, set up (an experiment).

15. The arts

Painting

n. form, colour, shade - brush, paint, canvas, palette - a painting = a picture, painting in oils - portrait, still-life, landscape - painter, artist, model - exhibition, art gallery, museum, work of art, masterpiece - foreground ≠ background, cartoon, comic strip (B.D.), cartoonist.

a. figurative ≠ non figurative, abstract - classical, modern, avant-garde - expressive, picturesque - lifeless, hazy - startling, striking - famous, well-known.

v. draw, sketch, paint - stand out.

Music

n. opera, symphony, chamber music - songs - jazz (cool ≠ hot), New Orleans, pop, rock, folk, funky music, hard rock etc. - soul, reggae, blues, country-western - tune melody, words, rhythm = beat, tempo, tone (ex. C. sharp) - scale key, bar, chord - orchestra group, band - piano, violin, cello, bass, trumpet, saxophone, flute, guitar, drums.

a. low ≠ loud, deep ≠ high pitched.

v. play (an instrument), perform (in public) - accompany, sing, compose, arrange - conduct.

Films

n. camera, film, set - screen, actor, star, part - western, musical, comedy, comic film, horror film - scene, sequence - director - producer - story scenario, script - dialogues - film music, film score - a review.